

# WELBECK PRIMARY SCHOOL



## EARLY YEARS FOUNDATION STAGE POLICY

Approved	July 2024
Next Review	July 2025

## Introduction

The Early Years Foundation Stage in school applies to all children between 3 and 5 years of age. At Welbeck Primary School we greatly value the importance that the EYFS curriculum plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Welbeck Early Years Foundation Stage consists of an F1 class (3 & 4 year olds) and two F2 classes (4 & 5 year olds). There can be up to 39 children attending morning and/or afternoon sessions in F1. We offer 30 hours for children of working parents, in line with government incentive. The F2 classes are full time and can have a maximum of 45 children in total.

## Aims

In the Foundation Stage we aim **to provide a happy, secure and caring environment for all learners**. We want the children to have fun, learn, feel accepted and valued and have a wide range of experiences. At Welbeck Primary School we aim to:

- Provide a broad, balanced, relevant and creative curriculum, promoting high standards of achievement in all areas.
- Provide a safe, challenging, rich and stimulating environment using the indoor and outdoor provision.
- Address the needs of all children allowing them to reach their full potential.
- Teach the children to respect and value themselves, each other, their community and environment.
- Promote independence, self-motivation, self-control and self-confidence.
- Provide a safe, caring and inclusive environment free from prejudice and bullying.
- Actively promote a home-School partnership with parents and the community.

## EYFS Curriculum and Planning

All planning in the Foundation Stage is based on the objectives set out in the governments Statutory Framework for the Early Years Foundation Stage document and focuses on the seven areas of learning and development. These consist of three **prime areas** and four *specific areas*. Non-statutory documents 'Birth to 5 Matters' and 'Development Matters' are used to support planning, ensuring the highest quality curriculum and learning environment.

### **1. Communication and Language**

### **2. Physical Development**

### **3. Personal, Social and Emotional Development**

### *4. Literacy*

### *5. Mathematics*

### *6. Understanding the World*

### *7. Expressive Arts and Design*

Our planning incorporates opportunities for playing and exploring, active learning and thinking critically which support children's learning across all areas.

Communication and language is at the heart of our curriculum and runs seamlessly throughout the 7 areas of learning. Teachers carefully plan to extend children's vocabulary by selecting key words and phrases to be taught each week. 5 key words are incorporated into daily plans during focus teacher led sessions. We immerse the children with language by using 5 texts a day. These texts range from books, songs, rhymes, poems and are repeated throughout the week.

Long Term Planning is a combination of the knowledge and skills based curriculum and a topic focus for each half term over a two year cycle. Medium term planning is completed jointly between F1 and F2 staff using a knowledge and skills cycle that we run each term. Short Term Planning is carried out on a weekly basis by F1 and F2 staff independently to incorporate both the indoor and outdoor learning environments. It is guided by the outline

plan for the half-term and informed and adapted as a result of the children's responses and current happenings in school and the world at large.

### Teaching and Learning

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. Teachers and teaching assistants will skilfully engage in a child's play in order to support or extend their learning.

In Foundation Stage 1 the children engage in 4 phonics and maths lessons a week in groups which are differentiated for their specific needs as well as a daily circle time which incorporates the book of the week and the prime areas of learning. They will then apply the skills taught through a balance of adult led and child led activities in their independent learning time.

In Foundation Stage 2 the children engage in 5 phonics, English and Maths lessons a week which are differentiated according to their needs. They will then apply the skills taught through a balance of adult led and child led activities in their independent learning time. Through a carefully planned cross curricular curriculum the children will access the other areas of learning throughout the week depending on children's interests and skills required to meet the Early Learning Goals at the end of the EYFS.

All children in the Foundation Stage engage in the Forest Schooling Programme throughout the year.

### Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects the identified needs. Assessment in the EYFS takes the form of high quality interactions and observations and these are then discussed through weekly teacher/TA dialogue in an assessment meeting to inform planning, next steps and support. This enables early year's practitioners to review each child's progress during their time from F1 through to F2.

At the beginning of F1 the children are assessed using the developmental stages of 'Birth to 5 Matters' in an individual booklet which they complete with their key worker. A baseline is established, and progress is reviewed each term using the repeated activities in the booklet showing areas of progression and those in which the child needs further support. At the beginning of F2 children are assessed using the Reception Baseline and teachers will establish a baseline and progress is assessed each term.

At the end of F2 children are assessed against the 17 Early Learning Goals. They will be either working towards the goal (emerging) have achieved the goals (expected) or working beyond them (exceeding). Children's progress towards the Early Learning Goals is regularly monitored and assessed through observations and high quality interactions. The profiles are shared and moderated with the Year 1 teachers.

### Monitoring and Evaluation

The Foundation Stage Leader is responsible for termly monitoring of planning and teaching to ensure coverage and progression. Good practice is ensured through lesson observations, planning and work analysis, staff meetings and training.

Moderation of standards and assessments occur termly with the family of schools in the NST. The completion of the Foundation Stage Profile in F2 is also moderated internally.

### Home School links

We believe that all parents and carers have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating children. We do this through:

- Talking to parents about their child before starting school or nursery.
- Encouraging parents to talk to the child's teacher if there are any concerns daily.
- Conducting workshops for parents to enable them to be familiar with the teaching methods used in schools to make it easier to emulate them at home.
- Inviting parents to a formal meeting in Autumn Term for all parents to discuss how their child has settled in during their first term.
- Inviting parents to a formal meeting in Spring Term for F2 and Summer term for F1 to discuss their progress/ targets in their final term before moving to the next year group.
- Stay and Learn sessions will take place every Tuesday Morning.
- Communicating through the home/school diaries which encourage regular reading at home
- Written reports sent home to parents at the end of the year that comments on each child's progress, strengths and areas for development.

### Resources

We plan a learning environment both indoors and outdoors that encourages independence and a positive and enquiring attitude to learning. Both F1 and F2 have free flow access to the indoor and outdoor environments. This is resourced with a range of activities which reflect the skills being taught each week/ half term across the 7 areas of learning.

F1 and F2 both have a wide selection of resources stored within their classroom which are mainly used to support the indoor learning environment. Outside, we have 3 large sheds which store all our outdoor resources including wet weather clothing and 4 small sheds which children access independently to enhance their learning.

### Staffing

Role	Staff Members
EYFS Lead	A.Challen
F2 Teacher	L. Grady N. Raynor
F1 Teacher	S. Riley
F2 TAs	S.Denman
F1 TAs	P. Norris E. Smith/ S. McLean (Job share)