

Bourne Westfield Primary Academy

EYFS Policy (March 2022)

Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

BWPA Curriculum intent for EYFS

Our children learn in an enabling environment that is rich and varied.

Challenges are presented and enquiry promoted, whilst allowing the children to practise skills they have been taught in a safe and nurturing setting, experiencing the 'awe and wonder in the everyday'.

Resilience, perseverance, concentration, the ability to listen, take turns and to co-operate are valued highly - early education that lasts a lifetime.

Teachers and Key Workers move learners on with ambition and high expectation, building on what the children know and can do, equipping them with the knowledge and skills for future learning.

Language and literacy are the cornerstones of learning and the spoken word is prioritised to enable our children to become confident communicators.

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Bourne Westfield Primary Academy we recognise that every child has the potential to be a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning. We ensure our children strive to achieve their best by incorporating our "Westy Way" values into the curriculum from an early stage.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Bourne Westfield Primary Academy are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning. We seek opportunities to increase their cultural capital and strive to promote a level playing field of learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children. We aspire that the children leaving Little Westys are ready for school in all the areas of learning, so they can go on to successfully reach the Early Learning Goals by the end of Reception.

We do this 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 learn effectively: 'awe and wonder in the everyday';
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support as necessary -such as referrals to speech therapy, advice on toileting and sleep routines and behaviour and expectations.
- Working closely with parents, carers and other outside agencies.

Positive Relationships

At Bourne Westfield Primary Academy we aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts nursery, during their visits to the setting. Reception parents are invited to our open afternoons and induction meetings.
- Arranging, where possible, visits by the teacher to all children in their childcare provision prior to their starting school.
- Providing a handbook of information about commencing Nursery or Reception at Bourne Westfield Primary Academy.
- Outlining the school's expectations in the Home-School agreement.
- Inviting parents/carers and children the opportunity to spend time in Reception Class for induction visits before starting school.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment. In Nursery this is led by a child's Key Worker.
- Regular contact through the Learning Journal, Tapestry and school newsletters.
- In Reception, publishing Termly Curriculum maps detailing the areas of learning and the overarching theme of the term or half-term in addition to a class newsletter/termly overview for our nursery parents.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Sharing regularly the children's 'Learning Journey' on Tapestry with parents/carers and valuing the on-going contributions to this from parents/carers.
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed.

- Sending a written report on their child's attainment and progress at the end of their time in Nursery and Reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Inviting parents/carers to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day.
- Offering opportunities for parents and carers to visit the nursery and school on a volunteer basis to assist with the children's learning e.g. reading stories, assisting with craft, listening to children read..
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. When I grow up I want to be..., topic outcome events, make a Christmas decoration, maths mornings.
- Staffing – Our Nursery is led by an experienced teacher and supported by a team of dedicated and skilled key workers, Reception teachers are all supported by fulltime TAs and form a highly qualified and effective collective; all of whom consistently go above and beyond in striving for the best outcomes for our children. Staff develop good relationships with all children, interact positively with them and take time to listen.

Transition

Starting nursery or school is a step towards independence for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new routines quickly and happily.

Children starting Nursery are invited in to the setting before they start, to have a look around and to meet their Key Worker. Parents are provided with a Welcome booklet, which contains a lot of information and hopefully answers most of their questions. Parents are asked to complete an 'All About Me' booklet with their child, this provides their Key Worker with a really great insight into their child. Nursery staff work with each individual family to ensure their transition is right. If full-days are too much to start with, we offer flexibility so a child can begin with just mornings, then build up to staying for lunch and then all day, when they are ready. The nursery team work hard to build a positive relationship with parents, by using Tapestry as an insight to their child's day and by encouraging parents to share concerns and worries from day one.

Children starting school from our own Nursery setting frequently visit the school building for resources and grow familiar with staff and the environment.

As a staff we have built good relationships between our school and the other educational settings in which the children have been learning before joining our school; every effort is made to visit children in their preschool settings to gain knowledge of their experiences and individual needs and interests.

Starting Reception – Parents of all children starting in the next academic year are invited to an Induction Meeting in the summer term to meet their child's new teachers and other key staff to learn more about the Reception curriculum. This is an opportunity for staff to

- To go through the school handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Purchase uniform and book bag if requested
- Explain the arrangements for the gradual induction in to reception

New class sessions - The children have an opportunity to come in to school to meet their new class teacher and other children in their class. They will be invited along with their parent/carer to a stay and play session.

This means that before they join their new class the Reception environment is already a familiar place to them.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend at least a morning in their new class during the summer term.

Enabling Environments

At Bourne Westfield Primary Academy we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. The environments are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative, exploratory or scientific.

Children have access to both inside and outside area across the day; this has a positive effect on the children's development. Nursery and Reception have their own outdoor areas in addition to a shared playground. We are also a Forest School and have access to a large school environment including a pond and chickens cared for by the children. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

- Children have opportunities to direct their own learning with planned opportunities provided by staff.
- We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities.
- Our materials and equipment reflect both the community that the children come from and the wider world.
- Our children are encouraged to make their own selection of the activities on offer, as we believe that this promotes independent learning.
- "Talk tasks" and stimuli that interest and excite are planned and resourced indoors and outdoors.
- Critical and creative thinking is encouraged and careful thought is given to planning challenging activities promoting enquiry and curiosity.
- Physical development is prioritised and the learning environment promotes gross and fine motor skills with a range of resources that have a broad appeal.
- We ensure that resources and spaces are safe to use and checked regularly.
- Teachers plan learning that builds on skills and knowledge, which is reflected in the learning environment.

Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS.

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 have a strong focus in our Nursery setting and are embedded in its commitment to promote language and literacy as a cornerstone to all learning.

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.

These are explicitly taught through robust Phonic and Numeracy teaching and an emphasis on linking learning to life skills: 'awe and wonder in the everyday'

Specific Areas:

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

Our Curriculum is planned in the Long Term, building and developing the skills and knowledge outlined in Development Matters. The year is mapped out as a whole ensuring breadth and balance; making sure children have the best foundations for future learning, whilst acknowledging their starting points and learning needs.

- Teachers and key workers have the understanding of how children develop and learn, and how this must be reflected in their teaching;
 - Staff employ a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
 - The curriculum is carefully planned to ensure children have the best chance to achieve the Early Learning Goals by the end of the Foundation Stage;
 - By the end of Nursery staff aim for the children to be 'school ready';
 - Provision is carefully considered to allow children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
 - Children are encouraged to communicate and talk about their learning, and to develop independence and self-management;
 - Learning is supported with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
 - Children's progress is identified through observations, and future learning needs planned for, which are regularly shared with parents;
 - Training needs for all adults working at the Foundation Stage are identified and common aims and values are shared to encourage a shared vision.
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- Medium term planning is detailed and well resourced . We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and opportunities for language, reading, writing and ICT. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified.
 - We identify specific learning objectives and plan activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis.
 - Planning reflects and supports the **characteristics of effective learning** and the different ways children learn through: play and exploration, active learning and creative and critical thinking.

Safeguarding & Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

At Bourne Westfield Primary Academy, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe—(See Safeguarding policy) It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist.

We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Intimate Care— (see Intimate care policy) "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Headteacher and EYFS lead will carry out monitoring on EYFS as part of the whole school monitoring schedule. This policy will be reviewed in March 2025 or as necessary.