

Warden House Primary School



Early Years Foundation Stage Policy

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At Warden House Primary School, we believe that early childhood is the foundation on which children build the rest of their lives. Our aim is to provide a caring and stimulating environment where every child feels empowered to develop as an independent learner.

The Early Years team upholds the school's core purpose of *"Making learning irresistible by teaching amazing lessons that empower the children to make stunning progress."*

Our practitioners will provide opportunities that build upon children's experiences and interests to enable all children to reach their potential in every aspect of their development.

We recognise that starting at school can be a stressful time for both the child and the parent. To support the smooth transition from pre-school or nursery into school, we aim to meet the needs of each child and their family through a carefully planned induction programme. We hope this will support children's well-being and enable a happy entry into our reception classes and beyond.

Each child is assigned a Key Person before they start school; this ensures every child's individual needs are met in terms of learning and care.

On entry to school in September we carry out a Baseline Assessment using "Development Matters" to find out the children's starting point in their learning for teaching purposes and to demonstrate progress at the end of the year.

At Warden House we embrace the Early Years Foundation Stage (2017 Framework), through the learning and development and the safeguarding and welfare requirements. The Early Years Foundation Stage is a statutory document which details the standards for learning, development and care for all children within the Foundation Stage. At the end of the Early Years Foundation Stage the children's learning and achievement will be recorded by completion of the Early Years Foundation Stage Profile.

A Unique Child:

We place high importance on developing children's physical and emotional well-being; through early observation our skilled practitioners create an environment in which all our children can thrive.

We recognise that children arrive with a wide range of skills, abilities and interests. We understand that each child is a competent learner, so we start from the children, finding out about them before planning experiences to intrigue, challenge and extend their learning.

Our Special Educational Needs co-ordinator works closely with the Foundation Stage practitioners and families to develop awareness of equality of opportunity and ensure that, where appropriate we celebrate individuality.

It is the class teacher's role to ensure that all new entrants are made aware of important issues such as fire drills, first aid and safety rules. Extra assistance may be needed for some children, but all practitioners will seek to promote and to develop the children's independence. Many issues will be approached through the topic activities during the Foundation Stage.

Positive Relationships:

At Warden House we model and foster respectful, positive, empathetic and caring relationships. We encourage understanding of self and a responsibility to others.

So that we can play and learn safely and happily at Warden House we will:

- Be kind to each other
- Look after each other
- Try to listen to one another

In addition to this we work together with the children to uphold the school values:

- Being *Positive*
- Developing *Independence*
- Being *Determined* to succeed
- Being *Responsible* when making decisions
- Being a good *Partner* to peers and others
- Striving to be *Successful* and celebrate the success of others

We recognise the huge contribution parents make to their child's learning and we work hard to develop and sustain links with parents. We actively encourage families to be fully involved in the life of the school, offering regular opportunities to visit their child's reception class and support the learning taking place. This may include helping children with reading, playing alongside them or sharing an interest/expertise and contributing to their learning and assessments. We hold regular parent workshops and 'stay and play' sessions throughout the year, to give parents extra insight into their child's learning during Reception.

We operate an open-door policy and encourage parents to speak to their child's teacher or key person to share any celebrations, concerns or worries. We also use home-school

contact books to make sure busy or working parents can still contact practitioners if they are unable to see them at school.

Enabling Environments:

We will use information from parents and pre-school settings to inform our knowledge and understanding of every child. In school we will observe children and will frequently note down what we observe. We will analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps.

We maintain online journals through 'Tapestry', which document significant steps in each child's learning journey. These include observations, photos and examples of their work. We encourage children and parents to make contributions to their child's learning journey and to access them. We offer parental access to 'Tapestry' but will also share children's work and our observations with parents during parent consultations. In our Reception Classes we use our knowledge of the children and evidence collected in the children's file, to inform our judgements and to support completion of the Early Years Foundation Stage Profile. At the end of the Foundation Stage families are welcome to keep some of their child's file.

We aim to provide a rich and varied learning environment as we know this will evoke the children's curiosity and increase their motivation to investigate, explore and to become involved, extending their ideas and experiences. The learning environment will comprise of the inside and outside areas. Both, which are of equal importance, will be available to the children and resources will be reviewed regularly to make the best provision for the children's learning and development. Children will have the freedom to move from one to the other during their Child Initiated sessions.

Due to Covid-19 we have a bubble system in school this year which enables free flow learning in our classrooms. For more information please see our whole school Covid-19 risk assessment.

Learning and Development:

At Warden House we believe children learn best through real experiences and active learning. We know children learn at their highest level when at play; therefore, we do not make a distinction between play and work. We provide a daily routine for the children, which provides for Teacher Directed, Teacher Initiated and Child Initiated learning opportunities. We support children's learning throughout the Child Initiated and planned play activities. In doing so we ensure children have opportunities to engage and thrive in all aspects and areas of learning.

Within the EYFS there are 7 areas of learning: 3 Prime areas and 4 Specific areas.

Prime areas	Specific areas
Personal, Social and Emotional Development	Mathematics
Communication and Language	Literacy
Physical Development	Understanding the world
	Expressive arts and Design

All areas of learning and development are important and are inter-connected. The Prime areas are particularly crucial for building children's capacity to learn; the Specific areas strengthen and apply this knowledge.

We believe that it is vitally important for adults to support children's learning through play. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be lifelong learners.

At appropriate opportunities the adults will:

- Ask questions, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate / model and work alongside
- Help children to see links in their learning
- Support and encourage
- Encourage children to be problem solvers, problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the Safeguarding and Welfare Requirements are in place.

Assessment:

Teachers and Teaching Assistants use the Tapestry online learning journal to record key successes in children's learning. These are accessible to key staff and parents who are also encouraged to share relevant moments from home that can be added to the child's profile.

Teachers assess each child using Development Matters each term. They also track phonics progress termly using new assessment frameworks and teacher assessment to ensure that children are ready to advance through the book bands when reading. The progress of all children is discussed three times a year during Pupil Progress Meetings. Judgements are regularly moderated through a range of external and internal moderation procedures.

See Assessment and Feedback policy for further information.

In planning and guiding children's activities we are aware of the different ways in which children learn. The EYFS Framework identifies three characteristics of effective teaching and learning:

1. Playing and exploring
2. Active learning

3. Creating and thinking critically

In the end of year report, we will reflect on each child's skills and abilities in relation to these and share this information with Year 1 teachers as well as parents.

Every opportunity is taken for children to spend time in their new Year 1 classroom and with their next teacher, to ensure a smooth transition to Key Stage 1.

Reviewed by C Lund – Term 1 2020