Early Years Foundation Stage 1 and Early Years Foundation Stage 2 Policy

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To be reviewed: January 2024

Both staff and pupil wellbeing have been considered in the review of this policy.

Introduction

It is crucial that children are given as many new learning opportunities as possible during their first few years. It is important that professionals provide these chances in the best way they can to support the development of these children in early life. We endeavour to ensure that our children are immersed in an array of activities which prompt an adoration for learning.

Aims

Our aims are:

- to ensure the children feel happy, cared for and nurtured within our setting.
- to develop positive relationships with parents, carers and other professionals.
- to provide high quality teaching and learning.
- to immerse children in a language rich and stimulating environment which supports children to reach their full potential.
- to plan and develop a varied, differentiated, relevant and engaging curriculum, including real-life opportunities for purposeful play and promote the characteristics of effective learning.

Safeguarding and Welfare

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. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

In EYFS at Westfield Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose.
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

The EYFS is based upon these four themes:

1. **Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;**

Inclusion

At Westfield Primary School, we believe that all children matter. We value the diversity of individuals, and all pupils are treated fairly whatever their needs, race, gender, ethnicity, religion or abilities.

We give our children every opportunity to achieve their best. We set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are the most able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children 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;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

2. **Children learn to be strong and independent through positive relationships;**

At Westfield Primary School, we recognise the importance of developing secure relationships for the children to be happy, confident and independent.

Parents and Home-School Links

We value and strive to develop strong relationships with the parents and carers of pupils at Westfield Primary School.

Whilst a child is in FS1 or FS2, we build these relationships though:

- Talking to parents about their child before their child starts in our school either through a home visit, or through an informal meeting at school.
- Holding an open evening in which parents and carers can learn more about our EYFS, school and spend time familiarising themselves with the EYFS areas.
- Operating an open-door policy for parents with any queries.
- Having ongoing activities for the children to do at home with parents which contribute

to the child's 'Learning Journey'.

- Holding 'Secret Storyteller' sessions and asking parents to volunteer to take

part.

- In FS2, providing 'Share-a-Skill' each half term whereby children choose a game to take home and play with parents and carers.
- In FS2, providing 'Share-a-Story' each week whereby children choose a book to take home and share with parents and carers.
- Offering an informative phonics evening early in the autumn term, when a child is in FS2, and an enhanced phonics later in the spring term.
- Offering three parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of the school

year.

Key Person

At Westfield Primary School, all staff aim to develop good relationships with all children. In FS1, each child has a key worker. In FS2, children are placed into 2 classes – each with a teacher. Within each class, there are 2 nurture groups – each with a key worker. Each nurture group has a special carpet area. The key workers meet and greet the children, discuss relevant information with parents, register the children and lead circle times. The key worker approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners.

Before entry into FS1 or FS2, the key workers or EYFS teachers meet with previous settings, where possible, or have telephone conversations to discuss each individual child and their transition process.

3. **Children learn and develop well in enabling environments, in which their experiences respond to their individual needs.**

At Westfield Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. We plan challenging, achievable activities and experiences to extend the children's learning based on our assessments of what they need to learn and their interests.

The Learning Environment

The FS1 and FS2 areas are organised to allow children to explore and learn securely and safely. They have an outdoor area and children are able to free-flow between the indoor and outdoor spaces. Being outdoors, offers the children opportunities for doing things in different ways and on different scales than when indoors. We plan activities and resources for both inside and outside, enabling the children to develop in all the areas of learning.

Our activities include: maths, writing/mark making, reading, ICT, sand, water, construction, small world role play, role play areas, creative, investigation, junk, physical, music making, malleable, loose parts etc. Additionally, we promote a love for reading by providing children with a range of different books to read and introducing our new topics using a quality text. We also display key vocabulary throughout the learning areas, linked to our learning themes, to immerse the children into new language and reinforce those tricky words whilst sharing stories daily within our setting.

4. **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.**

At Westfield Primary School, we recognise that children learn and develop in different ways and have their own learning styles. We follow the seven areas of learning, from the **''Statutory Framework for the Early Years Foundation Stage"** and have developed our own Westfield Foundation Stage 1 and Westfield Foundation Stage 2 curriculum to suit our children. Additionally, we have taken into consideration non-statutory curriculums such as 'Birth to 5 Matters' and 'Development Matters' whilst developing our own curriculum. We value all areas equally and understand that they are often inter-connected.

The three prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

These are particularly crucial for igniting children's curiosity and enthusiasm for learning

and for building their capacity to learn, form relationships and thrive.

The four specific areas of learning:

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

These areas enable the prime areas to be strengthened and applied.

Characteristics of Effective Learning

Playing and Exploring

Through play, our children explore and develop learning experiences, which help them to 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. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active Learning

Active learning occurs when children are motivated and interested. Our children learn to have some independence and control over their learning. As they develop their confidence, they learn to make decisions. This provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically

Children are given opportunity to be creative through all areas of learning, not just through the arts. Adults are available to support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

Our Curriculum: FS1

Continuous Provision

We carefully plan and scaffold children's learning using a play-based approach. Children will have the opportunity to learn in a variety of areas, inside and outside, tailored to their interests, needs and next steps. These areas will provide a range of activities which are changed regularly and link to our curriculum 'themes' where possible.

Keyworker Activities

The children will participate in circle time activities with their keyworker. These will be planned for and be based around developing confidence, social skills, oracy skills, literacy and numeracy knowledge.

Our Curriculum: FS2

Continuous Provision

We carefully plan and scaffold children's learning using a play-based approach. Children will have the opportunity to learn in a variety of areas, inside and outside, tailored to their interests, needs and next steps. These areas will provide a range of activities which are changed regularly and link to our curriculum 'themes' where possible.

Phonics

All children participate in a 20 minute phonics session – each day. The children follow the Bug Club Phonics programme. Additional phonics sessions are put in place for those children who need additional help.

Guided Reading

Guided reading takes place on four days each week for 20 minutes. All children participate in this activity once a week with a teacher in small groups. The groups are based on ability.

Writing

All children partake in a teacher led writing session once a week. The children are placed into groups according to ability and the groups are fluid as pupils develop at different rates. The writing activity is often linked to the theme of the week as a way of encouraging independent and child-initiated writing whilst in the free choice area.

Mathematics

All children take part in mathematical focused activities daily. The sessions always include a warm up starter and then have a weekly focus. The sessions are very practical but also include white board work.

Themed Activities

In EYFS at Westfield Primary School, we have a topic-based approach to learning. The topics are based both on the adults' assessment of the needs of the pupils and on pupil interest. We endeavour to make our themes relevant, motivating, enjoyable and challenging. Our learning objectives and activities are shown on our medium term and weekly planning sheets.

Teaching and Learning Styles

We recognise that features of effective teaching and learning in the EYFS are:

- the partnership between key workers, teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that key workers and teachers have the knowledge of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations.

Observation, Assessment and Planning

Observation, assessment and planning are an integral part of the teaching and learning process in EYFS.

This cycle begins with observations of what each individual child can do which is then assessed regularly. We use this information to support future planning which reflects identified needs to ensure each child progresses within their own learning to reach their full potential.

Assessment takes the form of both formal and informal observations. These are used to support planning and support progress.

- Incidental observations take place by all adults in FS1 and FS2.
- Observations, in FS1 and FS2, are recorded in a variety of ways and contribute to the child's individual 'Learning Journey' on Tapestry.
- At the end of FS1, the child's progress is recorded against the 17 areas of learning.
- The children are assessed as a baseline on entry to FS2.
- Assessments take place at the end of each term to build upon this.
- Our data is recorded, tracked and analysed using a formulated excel sheet.
- At the end of FS2, the child's progress is recorded against the 17 Early Learning Goals and recorded as part of their profile.

Additionally, in FS2, we have a 'Star of the Week'. The nurture group leader will look for a 'WOW!' moment for this child during the week.

The planning within the EYFS is based on our own Westfield Foundation Stage 1 and Westfield Foundation Stage 2 curriculum. These plans are flexible so that key workers and teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning.

Moderation

The Head Teacher, Early Years Leader and Subject Leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule. Staff, including Teachers and Teaching Assistants, constantly discuss and review the observations they make of the children and moderate these to ensure consistency of assessments across FS1 and FS2.

Transition

Previous Settings to Westfield FS1

- Key workers will have conversations with parents about their child.
- Key workers will have conversations with previous settings, where applicable, about the pupils to aid a smooth transition into the setting.

Pre-School FS1 Settings to FS2

- EYFS teachers attend the Local Authority organised transition meeting in which settings come together to discuss pupils' transition to school.
- EYFS teachers talk to the parents/carers about their child before starting at Westfield either through an online video call, or through an informal meeting at school. This information is then discussed with the children's key workers.
- We ask settings to provide us with their assessment data and we then record this, enter it onto our own assessment tracker and upload to each child's learning journey.
- The new starters are offered two morning taster sessions with the FS2 staff. This is to familiarise themselves with the FS2 area and meet their keyworkers.
- A meeting is held for parents to provide information about our school, answer questions and enable the parents/carers to familiarise themselves with the Early Years area.

FS2 to Year 1

- Before the end of the children's FS2 year, Teachers and Teaching Assistants, who have worked with the children throughout the academic year, will consider if movement of children within classes is suitable depending upon their needs.
- FS2 staff meet with the Year 1 staff to discuss data and pupils. The discussions focus heavily on the whole child. The FS2 profiles are available for the Year 1 teachers to access. The Year 1 teachers have access to the pupils' reports online.
- The Year 1 teachers come to read stories to the FS2 children from early in the summer term. The children then go for stories in the Year 1 area.
- The Year 1 teachers spend time with the children in the FS2 area and then the FS2 children go to spend time in the Year 1 area.
- The children are introduced to which class they will be in and go and spend time with that teacher.

Roles and Responsibilities

- The governing body should, in cooperation with the Head Teacher, determine the school's general policy and approach to the Foundation Stage.
- The Early Years Leader should, in cooperation with the Head Teacher, ensure that the school's policy for the Foundation Stage is being delivered in the Foundation Stage Area.
- The teaching staff should, in cooperation with the Head Teacher and Early Years Leader, plan and deliver an effective curriculum which reflects the school policy.
- The SENCO should, in cooperation with the Head Teacher, Early Years Leader and teaching staff, provide, as required within the Foundation Stage, support and additional resources for children with special educational needs.

Equal Opportunities

All pupils will have the same opportunity to reach their full potential across the EYFS curriculum regardless of their race, gender, cultural background, intellectual ability or physical ability.