

# Woodley C of E Primary School



## Our Vision:

*At Woodley C of E Primary School, each person is unique and accepted as a child of God. Through strong Christian values, and our BRIGHT attitudes to learning we inspire hearts and minds to create life-long learners, who have the skills, knowledge and understanding to shine brightly in the world.*

# Early Years Foundation Stage Policy

Responsibility of: Teaching and Learning Committee  
Type of Policy: Statutory  
Reviewed: March 2023  
Date of Next Review: March 2025

| Version | DATE          | DESCRIPTION |
|---------|---------------|-------------|
| 1       | February 2021 | New Policy  |

Chair of Governors:

Head Teacher:

## Aims

This policy aims to ensure:

That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.

Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.

Close partnership working between practitioners and with parents and/or carers.

Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## Legislation

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/carers;
- Children develop and learn in different ways and at different rates.


















As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, 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 carers;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors.

## A Unique Child

At Woodley C of E Primary School, we recognise that every child is unique and accepted as a child of God. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build positive links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Through strong Christian values, and our BRIGHT attitudes to learning we inspire hearts and minds to create life-long learners, who have the skills, knowledge and understanding to shine brightly in the world. They develop an understanding that everyone can learn with practice and effort.

## Structure of the EYFS

| Year R | 8.40 – 9.00   | 9.10 – 10.10   | 10.10 – 11.00  | 11.00 – 12.00   | 12.00 – 1.00      | 1.00 – 1.30  | 1.30 – 2.45   | 2.45 – 2.55                  | 2.55 – 3.20   |
|--------|---|--|--|---|-------------------|--|---|------------------------------|---|
| M      | <b>Registration &amp; Morning Routine</b> (Days of the week, date, weather, every day maths).<br><br>Children come into the classroom, put their belongings away independently and settle themselves at a table to practice writing their name. They then move onto a fine motor skills activity such as threading, peg boards etc.<br><br><b>SALT Intervention</b> | RWI<br> | Rolling snack<br>Child Initiated<br>Adult led activities | Maths input and groups<br> | <b>Lunch Time</b> | Topic input  | Topic – Adult led Tasks<br>Child Initiated<br>1:1 RWI Tuition | Tidy up & Afternoon Routine. | Talk Through Stories<br> |
| T      |   | RWI<br> | Rolling snack<br>Child Initiated<br>Adult led activities | Maths input and groups<br> |                   | Topic input  | Topic – Adult led Tasks<br>Child Initiated<br>1:1 RWI Tuition | Tidy up & Afternoon Routine. | Talk Through Stories<br> |
| W      |   | RWI<br> | Rolling snack<br>Child Initiated<br>Adult led activities | Maths input and groups<br> |                   | Music<br> | Topic – Adult led Tasks<br>Child Initiated<br>1:1 RWI Tuition | Tidy up & Afternoon Routine. | Talk Through Stories<br> |
| T      |   | RWI<br> | Rolling snack<br>Child Initiated<br>Adult led activities | Maths input and groups<br> |                   | RE<br>    | Topic – Adult led Tasks<br>Child Initiated<br>1:1 RWI Tuition | Tidy up & Afternoon Routine. | Talk Through Stories<br> |
| F      |   | RWI<br> | Rolling snack<br>Child Initiated<br>Adult led activities | Maths input and groups<br> |                   | PE and Topic input   | Topic – Adult led Tasks<br>Child Initiated<br>1:1 RWI Tuition | Tidy up & Afternoon Routine. | Talk Through Stories<br> |
|        |   |  |  |   |                   |  |   |                              |   |

\* It is our intention that the length of taught sessions will build up to this gradually through the Autumn Term.

## An enabling environment

The environment supports children to be fully engaged in purposeful play of their own choice and interest. As with the outdoor area, the indoor area allows for learning in all areas of development, but the two areas do not mirror each other. Indoors is the ideal place for children to be calm and quiet, pursuing activities which require small equipment and using resources that will not survive the outdoor elements.

Our outdoor area is designed to support all areas of the children's development. There are lots of opportunities for risk – rope ladders on the climbing frame, a fireman's pole, PE equipment for the children to set up. A writing and math's shed have been set up which includes items such as back packs, pens, pencils, note pads, number tiles, giant dominos etc. to encourage the children to write for a purpose in their play. Again, the crucial induction period in the Autumn term ensures that the children know how to use equipment and are encouraged to think about the risks themselves. The children have free flow access to the outdoor area during child-initiated time. The outdoor area is open in all weathers. We encourage the children to bring in a pair of wellies to leave in school and have a number of ponchos the children can use in wet weather.

In all areas, the resources are available and accessible to the children at all times, with each area enhanced with resources depending on the topic or current interests. The areas are set up, stocked and tidy for the start of the day. This allows the children to gain independence and to be in control of their learning during child-initiated time.

It is vital that the areas are well stocked, tidy, clearly labelled (with picture and word) or shadowed and arranged to allow optimum access. Labelling the resources clearly helps the children to be independent when tidying up and this is an area we work hard on in the Autumn Term. We constantly review and reflect on the environment to see which areas are proving productive and which need altering.

We review our provision in terms of levels of involvement. If an area or a resource is not engaging children in purposeful play, then we remove it or change it. Areas that deliver the highest levels of involvement are the role play areas, creative area, construction area, water, playdough and small world equipment (including cars and dinosaurs). With regard to role play, we ensure that there is

always a “home corner” as this is what is familiar to the children – this is where they can practice being the adults that they know. Other role play is set up as and when an interest emerges.

We ensure that our book areas are as inviting as possible. We have, cushions, puppets and props to make the experience engaging. We also have books in numerous areas of the indoor classroom – craft books in the creative area, cookery books in the role play and playdough area, construction and reference books in the small world area. We also have a collaborative floor book consisting of examples of work or activities that the children have participated in. This is available for the children to look through and reflect on their prior learning.

The most valuable resource in any setting is the group of adults. The adults are there to teach. They do this through adult led tasks and through observing and interacting during child-initiated time. We ensure that our adults receive training so that they can spot a ‘teachable moment’ while the children are engaged. They know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level for each unique child ensuring Next Steps and misconceptions are taught ‘in the moment’. The adults observe the children carefully, join them, when appropriate, and engage in quality interactions (teaching) to move the learning on, they “teach” through modelling, suggesting, providing vocabulary or resources, explaining or encouraging. In this way, if a child encounters a challenge, then they will not give up. Rather they will be supported to persevere, overcome the challenge and move forward in their learning.

## **Curriculum**

### **EYFS learning and development requirements**

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the **prime areas**:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the **specific areas**:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Throughout their time in the Foundation Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs). The descriptors for these can be found in the appendix.

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children’s new interests and/or needs.

Weaving throughout the EYFS curriculum at Woodley C of E are three **Characteristics of Effective Learning**.

**playing and exploring** - children investigate and experience things, and 'have a go'

**active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviours and observing the context of children's play is essential.

**'What children learn is important, but how children learn is even more important if they are to become learners in today's society.'** Helen Moylett

How Children Learn, Nancy Stewart (2011)

## **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Staff plan activities and experiences for children that enable them to develop and learn effectively. We spend time in the Autumn Term focussing strongly on the three prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Planning within the EYFS begins with the Long Term Overview, which details the knowledge and skills children will be developing each half term. Medium Term Plans are written half termly and used by the EYFS teachers as a guide for weekly planning. We base our planning around topics and children's interests are incorporated throughout our free flow activities on our resource planning. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

In the EYFS, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning.

## **RWI**

Children are taught RWI lessons every day. The children are introduced to these lessons slowly, beginning at 20 minutes a day and building up to an hour as the year progresses. There is a big emphasis on oral blending and segmenting (Fred Talk) in the Autumn Term along with learning the set 1 letter sounds. We regularly assess the children's phonic knowledge and plan the groups accordingly. Children that are not making the expected progress are picked up during our 1:1 tutoring time in the afternoons. The children also take part in Talk Through Stories lessons where they explore comprehension and story language.

## **Maths**

We follow the White Rose scheme for maths. The children have one maths lesson per day, either as a whole class or in small adult led groups. Key skills such as reliable counting, subitising, forming numbers, place value etc are woven within lessons throughout the year.

We also use the opportunity at the beginning of the day for everyday maths such as counting songs, the days of the week, counting how many children are in class today/ having a school dinner etc.

## **Adult led activities**

Each week we plan for a morning and an afternoon adult led activity. Our morning adult led tasks focus on developing early literacy skills and our afternoon adult led tasks are topic based. At the beginning of the year, our adults spend time with small groups of children to model, scaffold and reinforce purposeful play in each area of the environment. As the year progresses, adult led tasks will adapt according to the children's needs and might include more literacy-based tasks to prepare the children for Year 1.

## **Child Initiated Learning**

Children's play reflects their wide ranging and varied interests. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning 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.

## **Assessment**

At Woodley C of E, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also consider observations shared by parents and/or carers.

Upon entry to our setting we baseline children using the Development Matters document. We then assess again at the end of the Autumn, Spring and Summer Term.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

Meeting expected levels of development or not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with the local authority and parents/carers.

## **Working with parents**

Parents as Partners. We recognise the important role parents play in educating the children.

We do this by:

- talking to parents about their child before their child starts our school;
- inviting the children to spend time with their teacher in the classroom before starting at school
- inviting all parents to an induction meeting during the term before their child starts school

- providing parents with phonics and maths resource packs to use to support their child at home
- encouraging parents to attend parent's evenings in the first two terms to discuss their child's progress
- providing parents with a phonics and maths assessment each term
- providing parents with a written report on their child's attainment and progress at the end of each school year
- inviting parents to attend stay and play sessions
- encouraging parents to share their children's home achievements by completing Wow Cards or contributing to Tapestry in the Foundation Year
- sharing our approach to reading.

## **Tapestry**

Woodley C of E ensures that all children in the Foundation Year have an online personal journal which records photos, observations, comments and assessments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us. This evidence is used alongside their Learning Journals which track each child's individual progress throughout our EYFS.

Procedures:-

- Woodley C of E use an online Learning Journal system (Tapestry), allowing staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations, photos and assessments or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent logins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system may be validated by a manager before being added to the child's learning journal.
- Parents logging into the system are only able to see their own child's journal.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's journals, and to protect images of other children that may appear in any photos contained in their child's journal.
- New observational entries to a child's journal will usually be uploaded within two weeks of the observation being made.

### **Security**

The Tapestry online learning journal system is hosted on secure dedicated servers based in the UK. The server host takes security very seriously, both online and physically. You will notice that the 'https' prefix in the website address denotes that it is a 'secure' site. Media taken using the setting's iPad camera will be uploaded into Tapestry and then deleted from the iPad periodically. Access to information stored on Tapestry can only be gained by unique user I.D. and password.

Parents can only see their own child's information and are unable to login to view other children's journals. Once a child leaves Woodley C of E, a request will be made for their data to be deleted. After 30 days (to allow for mistakes), the data will be irreversibly deleted. Parent access to Tapestry will be revoked immediately the child leaves and will only be reinstated if the child returns to the setting. If a member of staff leaves Woodley C

of E School, their access to Tapestry will be revoked immediately and their details deleted from the system.

Parents must NOT upload any media from Tapestry onto social media sites.

### **Staff access**

- Staff (only those with full access - Managers and Teachers) may access Tapestry at home through the use of their secure log-in.
- Staff must ensure they do not save photographs from Tapestry onto their own personal laptop/tablets.
- Staff must ensure they log out once they have finished.
- Staff must not allow anyone in their family or home to access Tapestry.

## **Transitions**

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend a number of introductory sessions in the Summer Term to develop familiarity with the settings and practitioners. Our Foundation staff also visit the local nurseries and preschools to familiarise themselves with the children and gain useful information from their keyworkers.

At the end of the EYFS, our Foundation teacher meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data and golden books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the KS1 classrooms to ensure that they are familiar and comfortable with their new teacher and are 'next year ready'.

## **Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

## **Monitoring arrangements**

This policy will be reviewed and approved by staff biannually. At every review, the policy will be shared with the governing board.



## **Appendix 1. List of statutory policies and procedures for the EYFS**

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

| <b>Statutory policy or procedure for the EYFS</b>                           | <b>Where can it be found?</b>                        |
|---|--|
| Safeguarding Policy and Procedures  | See Safeguarding Policy                              |
| Procedure for responding to illness   | See First Aid Policy                                 |
| Administering Medicines Policy  | See Supporting Pupils with Medical Conditions Policy |
| Emergency Evacuation Procedure  | See Health and Safety Policy                         |
| Procedure for checking the identity of visitors                             | See Safeguarding Policy and Visitors Policy          |
| Procedures for a parent failing to collect a child and for missing children | See Safeguarding Policy                              |
| Procedure for dealing with concerns and complaints                          | See Complaints Policy                                |

## **Appendix 2: The Early Learning Goal Descriptors**

## **Communication and Language**

### **ELG: Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **ELG: Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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

### **ELG: Self-Regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG: Managing Self**

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

### **ELG: Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## **Physical Development**

### **ELG: Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

## **Literacy**

### **ELG: Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

### **ELG: Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **ELG: Writing**

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## **Mathematics**

### **ELG: Number**

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **ELG: Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World**

### **ELG: Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **ELG: People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

### **ELG: The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **Expressive Arts and Design**

### **ELG: Creating with Materials**

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### **ELG: Being Imaginative and Expressive**

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.