



2017

## EYFS Policy for Witton Church Walk Primary School.

### Mission Statement

Governors, parents and school staff worked together to agree a vision for Witton Church Walk Primary School.

***'Where Every Door is Opened and Every Gift is Unlocked'***

At Witton we are a partnership of school, church, home and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community feel happy, safe and secure. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for 'Everyday Excellence' and believe in themselves in order to achieve their full potential.

### Introduction

At Witton Church Walk C of E primary the Early Years Foundation Stage (EYFS) includes children from 3 to 5 years of age (those who enter nursery the term following their third birthday up to those children who are at the end of their reception year). Entry to reception is at the beginning of the school year in which they turn five.

***Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. ('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2014).***

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

The EYFS is based upon 4 principles;

**A unique child.** We recognise that every child is 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 positive praise, the traffic light system, star of the day and celebration assemblies to encourage and develop a positive attitude to learning.

**Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. Our open door policy, stay & play sessions and parents evening as well of the use of the online Tapestry system ensures that these relationships are strong.

**Enabling Environments.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations and the use of the 'PLOD' planning tool we assess the children's interests, stages of development and learning. We then plan challenging and achievable activities and experiences to extend their learning.

**Learning & Development.** The foundation stage is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet and rest. The learning areas are organised so the children are able to find equipment and resources independently.

## AIMS

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic wellbeing. The overarching aim of the EYFS is to help young children achieve these five outcomes.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, creatively and intellectually to reach their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

### ***Inclusion***

At Witton Church Walk, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of all children including those with additional needs.
- Embed the schools Christian and British Values into all aspects of the child's learning
- Provide a broad, balanced, relevant and creative curriculum which will set in place firm foundations for further learning into key stage 1 and beyond
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide a range of experience for all children.

## Learning & Development

The Foundation Stage has 7 areas of learning. These areas are broken down into the prime areas;

- Personal, social and Emotional Development
- Communication and Language
- Physical development

And the specific areas;

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

Children mostly develop the prime areas first as these are fundamental part of the child's development and in turn, impact on the specific areas. At Witton Church Walk we prioritise the prime areas in our nursery once the children are confident in these we then move on to teaching the specific areas. In reception we give equal weighting to all the 7 areas of learning in our learning environment. The characteristics of effective learning run through and underpin all seven areas of learning and development. These factors play a central role in a child becoming an effective learner and underpin all the 7 areas of learning. These characteristics are;

**Playing and exploring**  
**Active learning**  
**Creating and thinking critically**

### Characteristics of effective Learning

At Witton Church Walk School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. 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 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 crafts of learning. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mindset. They are taught that they can use a growth mindset and to understand that mistakes are good learning where we improve our skills and attitudes, to become successful learners.

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At Witton Church Walk we do not make a distinction between work and play. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build 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 and investigate and solve problems. The expertise of the EYFS staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

### **Observations, Assessment and planning**

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our daily planning is informed by observations we have made of the children, in order to understand and consider the current interests, development and learning needs. All staff who work in EYFS are involved in this process. At Witton Church Walk we also have a long term overarching theme, which links the nursery and reception classes together. This is used as a stimulus but priority will always be given to children's ideas, needs and next steps.

Ongoing assessment is an essential aspect of the effective running of the EYFS at Witton Church Walk. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filling their assessment data. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments.

We use advancing technology wherever possible and have iPads to enhance our observational process. Our extensive observations are carried out through the use of Tapestry and all photographs are communicated to parents via this web-based system. All staff use the system and contribute to observational evidence. This evidence is closely scrutinised and used to provide constantly challenging and relevant next steps for each child based upon their interests and achievements. All practitioners are involved in the observation of children.

Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests and learning style. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

There is continuous monitoring and assessment of each child's development using the Early Years Foundation Stage profile (2014). This is updated at least once each term to track individual progress. At the end of the year it provides a summary of every child development and learning achievements. Baseline assessment in nursery is done within 4 weeks of children starting. In reception we use the baseline from our nursery; any children new to the school are assessed within the 4 weeks of starting. Judgements are made on practitioner's evidence of children's behaviour observed independently and consistently in their self-initiated activities across all areas of learning and development. Further assessments are then carried out regularly throughout the year. These assessments are then analysed and actions are then implemented to ensure children are making rapid progress.

### **Parents as partners**

At Witton Church Walk we recognise the importance of establishing positive relationships with parents. We understand that effective partnership between home and school will have a positive impact on children's learning and development. The school has a friendly, open door ethos and practitioners are available to talk to parents and the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns that they may have. The school also employs a full time family support worker who is able to support parents with any issues that may arise.

We start this process in nursery where we organise home visits to meet the child and parent in their own home setting. This ensures that the practitioner can gain as much knowledge about the child interest, experiences, likes and dislikes before they enter school. Nursery then holds a 'stay and play' session each term to encourage parents, to see the learning that takes place inside the nursery setting. A parents evening is held in the spring term to discuss their child progress and ways in which they can support their child at home. In the summer term the parent receives a written report about their child's progress in the early years.

Reception starts the year with a 'New Intake meeting' where the parents get to meet the class teacher and find out about the organisation and expectations of reception. 1:1 meetings are then held before children start to ensure that all parents are up to date with their child starting full time education. It gives them opportunities to ask any questions and to update the practitioners about the children interests, experiences in the summer holidays. 'Stay and Play' sessions are planned each term are held to encourage our parents and carers. It gives them the opportunity to become aware of the learning that takes place.

Each session will have a different focus with a parent information session. A parents evening is held in the spring term to discuss their child progress and ways in which they can support their child at home. In the summer term the parent receives a written report about their child's progress and attainment in the early years.

In early years parents are invited to sign up to the Tapestry, which is an online learning journey. Here they will be able to access their Child's learning journey, seeing their Child's achievements in school. Parents are also encouraged to 'like' or comment on an observation made by a member of staff. Parents are also invited to share 'wow' moments from home, thus enabling us to build the bigger picture of the child learning and development.

Parents are kept well informed of what is happening in the early years by regular letters, half termly newsletters, bulletin boards and daily informal chatting at the beginning and end of the school day. Parents will also have the opportunity to come into school for celebration assemblies, collective worship, workshops and family learning. Parents have questionnaires throughout the year to help us continually improve and develop our practice.

Signed - Chair of Teaching and Learning Committee: \_\_\_\_\_

Signed - Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: \_\_\_\_\_