

Policy Ref:
Student #006



Early Years Foundation Stage Policy

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Contents

1. General Statement: Vision Statement: Early Years Foundation Stage	3
2. Aims	3
3. Structure of the EYFS	4
4. Our Early Years Topics: Curriculum: Implementation	4
5. The Early Years Curriculum: Development Matters	5
6. Early Adopter Curriculum 2020	5
7. Planning	6
8. Resources	6
9. Parental Engagement: Working in Partnership with Parents	7
9.1 Key Person	7
10. Assessment	8
11. Transitions	9
13. Safeguarding and Welfare	10
13. Other policies and procedures	11

1. General Statement: Vision Statement: Early Years Foundation Stage

At Wiveliscombe Primary School and The Paddocks Nursery and Pre-school our intention is to provide the children with the best possible start to their education, teaching them valuable skills and providing rich learning opportunities which can be used as the building blocks for their futures. We encourage and thrive to ensure that all children reach their full potential to become the best that they can be.

In the Early Years Foundation Stage at we want our children to be confident, happy, unique individuals with a love for their learning. We believe in providing a safe and stimulating environment where all children can thrive and succeed which then allows them to believe in themselves and achieve their full potential. Children should have the opportunity to learn through their play and other opportunities to engage in focused adult-lead activities. These learning experiences need to be fun, engaging and challenge the abilities of each individual child. Through high quality adult interactions and questioning, children view the adults as great role models for their learning. We value outdoor learning and are often seen outside the classroom in our beautiful school and nursery grounds. Here we inspire the children's curiosity and develop their sense of awe and wonder of the world around them.

Our Early Years Foundation Stage Policy sets out the means by which we ensure consistency and good practice among our Early Years classes. Wiveliscombe Primary School and The Paddocks Nursery and Pre-School work closely together to ensure progression and a consistent approach to learning and behaviour. In turn this should allow children a smooth transition between the rooms in The Paddocks Nursery and Pre-school as well as a smooth transition when starting School.

2. Aims

We follow the Wiveliscombe Primary School and The Paddocks Nursery and Pre-School aims which are:

- Create a safe and stimulating environment, providing a learning experience which meets the needs of all;
- Enable children to develop as independent, motivated learners with creative enquiring minds;
- Promote and develop pupils' spiritual, moral and cultural growth via the delivery of the agreed Somerset RE syllabus (representing all faiths) and daily Collective Worship of a mainly Christian character (for Reception);
- Provide good examples that children will use as a reference for positive behaviour;
- Encourage children to care for and respect themselves, the local community and others

We also have specific EYFS aims which are listed below.

- We aspire to support and promote children's holistic growth and development, with each child realising and achieving their full potential.
- We recognise and value that every child is unique and respect this.
- We value partnerships with parents and enjoy working alongside them.
- Children are active, capable learners. They can learn through exploration, play, talk and interacting with our environment and with others (adults and children).

This policy is based on the requirements of the **Statutory Framework for the early years foundation stage.**

To help deliver the curriculum with also follow non-statutory guidance set out in **Development matters in the Early Years Foundation Stage.**

3. Structure of the EYFS

Wiveliscombe Primary School has a Reception Class based on site which is well supported by teaching assistants. The Paddocks Nursery and Pre-school is linked to the school but is based in an off-site location. The Early Years Leader has regular contact with the Paddocks manager.

3.1 Nursery

We offer various sessions for Nursery and Pre-school children with varying lengths of the day being catered for. Children are provided with a hot meal during the day. The sessions on offer are 8am-1pm, 1pm-6pm, 8am-6pm and 9am-3pm. *(The 9-3pm session is only for children in receipt of funding)*

All nursery children are offered milk daily.

3.2 Reception

Our school gate opens at 8:40am and the end of the school day is 3:15pm. Reception Children are expected to attend school Monday – Friday between these times.

Reception parents can sign their children up to the 'cool milk' scheme should they wish for their child to receive a daily carton of milk: <https://www.coolmilk.com/parents/> (FREE up until the child's 5th birthday)

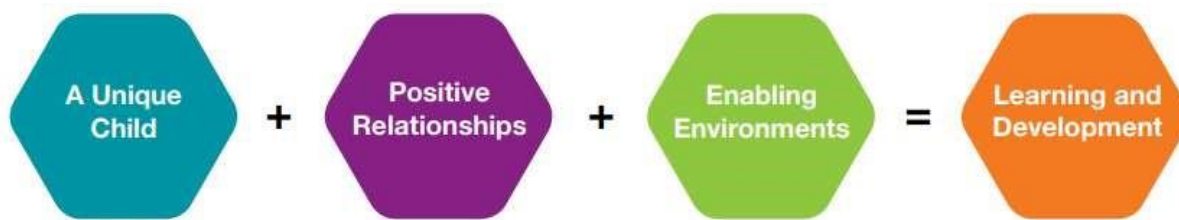
Reception children are also entitled to receive a free piece of fruit/vegetable daily through the government scheme. This is provided in the mornings as a healthy snack.

4. Our Early Years Topics: Curriculum: Implementation

As previously mentioned, we follow the curriculum set out in the framework Development matters in the Early Years Foundation Stage. We have created an exciting rich curriculum with a range of topics for our Nursery, Pre-school and Reception children. We ensure the curriculum that we provide is based on the themes that underpin the Early Years Foundation Stage Development Matters. We recognise the importance of these themes and how they contribute to good learning and development in the Early Years Foundation Stage. Through each topic, children will access all areas of learning and will be exposed to some rich learning opportunities and exciting experiences. Our topics are delivered to the children through a range of activities, both child initiated and adult led.

Paddocks Nursery and Pre-School follow some 'in the moment' planning opportunities but also ensure they provide some adult -led focus tasks particularly to the older children who are getting ready to transition to school.

In Reception, each area of learning and development is implemented through a focus upon holistic enquiry, planned, purposeful play, and a mix of adult-led and child-initiated activities. As educators we look for creative ways to capture children's natural curiosity and shape their exploration in meaningful and purposeful contexts. Practitioners are responsive to each child's emerging needs and interests, guiding their learning and development through warm, positive, and focussed interaction allowing previous knowledge to be built upon. 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.



5. The Early Years Curriculum: Development Matters

At Wiveliscombe Primary School and The Paddocks Nursery and Pre-School, we understand and recognise the importance of the Characteristics of Effective learning and how these can engage children, motivate them and develop critical thinking at a young age through any learning experience.

The Characteristics of Effective Learning:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking

We use the development matters Early Years Foundation Stage which is a curriculum that runs from birth until the children leave Reception at the age of 5. There are seven areas of learning in the Early Years Foundation Stage. There are three prime areas and four specific areas.

The Prime Areas of Learning:

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

The Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

6. Early Adopter Curriculum 2020

Wiveliscombe Primary School has opted in to be an 'Early Adopter' of the new 2020 curriculum. This means that we now follow the new Development Matters Curriculum and assess according to the new early learning goals and development matters framework. We will inform parents of this and keep up to date with government changes including looking at the exemplification materials, which are due to be published in the spring, to ensure informed judgements are made according to the assessment of the children. Due to Wiveliscombe Primary School being an 'Early Adopter', Paddocks Nursery and Pre-School also become early adopters as they are linked to the school.

The revised 2023 Development Matters Curriculum can be found here:

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115555/development-matters-curriculum-guidance-for-the-early-years-foundation-stage.pdf)

The Revised 2023 Early Learning Goals and Statutory Framework can be found here:

The Revised 2023 Development Matters Curriculum is set out by ages. These are split into birth to three years, three to four years and children in reception. Under each section examples are given to show practitioners the expectations that the children should be doing under each age and stage. This is not a tick list but guidance to assess where a child is. Children will continue to be assessed through the 7 areas of development mentioned in the 'curriculum section' and characteristics of effective learning still apply. Children in reception will still be assessed on the Early Learning Goals, however there is currently no exceeding judgement nor are there any exceeding early learning goals set out for the children.

7. Planning

7.1 Pre-School

- Each Key Person plans for the individual children in his/her key group.
- Practitioners and parents/carers share observations around the child's interest. This can be integrated into the weekly planning.
- Each child's development is closely observed to ensure they are making progress and any difficulties in any areas of learning are identified and addressed. Based on the EYFS principles, staff will be able to recognise where each child is in their learning and put in place the most effective activity to support each child in extending their development and learning based on their interests and needs.

7.2 Reception

- The Reception class teacher plans all activities for the class weekly and directs the teaching assistants to work with different children on a variety of activities.
- Each child's development is closely observed and recorded so that any areas identified can be addressed.
- Intervention groups are then carried out for the children the teacher has identified gaps within their learning.

7.3 All

Staff will help children to bring together what they know in a connected and whole way by:

- Observing children in their continuous provision.
- Using their observations to support and extend play by planning and resourcing a challenging environment.
- Engaging in play and encouraging the development of communication (both non-verbal and spoken) through play.
- Knowing when to take a 'back seat' and to let the children develop their play without an adult.
- For children in Nursery and Pre-School, if a child has a support plan this will be in place and complete during on each session (please see SEND policy for more information.)
- The Key Person will provide opportunities and experiences to support and extend the development of the child in line with their characteristic of effective learning. (Please see 9.1 for more information relating to the Key Person)
- This will be evaluated and evidence of progress is recorded.

8. Resources

We endeavour to ensure our resources positively reflect male and female roles, diversity and disabilities in order that an ethos of respect and understanding can be developed naturally through play and exploration. Children learn by using all their senses and we facilitate learning experiences through multi-sensory resources and real objects where appropriate.

9. Parental Engagement: Working in Partnership with Parents

Here at Wiveliscombe Primary School and The Paddocks Nursery and Pre-School, we recognise the importance of working alongside parents/carers and in partnership with them.

9.1 Key Person

The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. The Reception Class teacher is the 'Key Person' for all Reception children. All children in The Paddocks Nursery and Pre-school are assigned a 'Key Person' and when a child joins the parents/carers will be informed who that person is. A key person is vital in the settings to allow the children to develop firm bonds and relationships with the adults that are caring for them daily.

9.2 Tapestry

We use the Tapestry app to take pictures of the children and to capture their fantastic learning experiences. The pictures are then annotated by practitioners. Each child in Nursery, Pre-School and Reception will have a Tapestry learning journey. Parents can download an app which means they instantly receive the pictures once we have shared them (complying with all GDPR). This allows parents to see the wonderful activities and learning opportunities the children are accessing during their time with us at school, pre-school, or nursery. Parents/carers are welcome add their own photographs via the app to their child's learning journey and we always welcome feedback too.

9.3 Parent Workshops

We offer several parent workshops throughout the year to ensure parents understand what we are teaching their children and how they can help at home. We provide a transition meeting presentation yearly for our new September intake in Reception. In the Autumn Term, we also offer a phonic workshop for any parent/guardian to attend if they would like to.

10. Assessment

At Wiveliscombe Primary School & Paddocks Nursery and Pre-School, ongoing assessment is an integral part of the learning and development processes. Staff observe children 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.

We baseline the children within the first 6 weeks of them starting school. There are then three further assessment points at the end of each term to support the identification of attainment, but also the gaps for further support and learning. Each half term, next steps are given to the parents so that they can focus on these at home. These include one point of focus from each curriculum area and they are sent out via Tapestry.

Throughout each child's time within the Early Years, a learning journey is compiled to celebrate achievements and independent evidence of attainment throughout the EYFS referencing development matters and the Early Learning Goals.

At the end of the EYFS, teachers complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals.

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

10.1 Progress check at age two

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. These checks are carried out on the child's 2nd birthday, or if the child starts with us between the age of 2 or 3 the check will be carried out after the 6 weeks settling period. If there are any significant emerging concerns, practitioners will develop a support plan to outline the child's individual learning needs. We will seek support from outside agencies if required. The 2 year check is shared with Parents/Carers and we ask for their input. We will give a copy to the parent/carer and advise them they should share this with their health visitor at their 2year developmental check.

10.2 Baseline Assessment

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

10.3 Reporting at the end of Reception

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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

We realise that children learn at their own pace and if they do not achieve a good level of development, they will continue to have the support that they need as they transition into Year 1.

11. Transitions

This section reflects the transition into Nursery/Pre-School, the transition then into Reception and then how we ensure there is a smooth transition for the children into Year 1.

11.1 Starting Nursery/ Pre-School

Prospective parents/carers are welcome to look around The Paddocks Nursery and Pre-school at an arranged time booked through the Paddocks office and they will be given the relevant paperwork to fill out which means their children will be on the list ready to start when necessary. New children will then be invited to attend taster sessions with a parent/carer before their start date. Transitions are smooth and work well.

11.2 Starting Primary School

Prospective parents/carers are welcome to look around the school for their child's Reception place at an arranged time booked through the office. They will then need to apply for the place through Somerset County Council Admissions. They will then find out in April if their child has a place for the next academic year. The parents/carers will then be contacted and told about the Wiveliscombe Primary School transition to Reception process.

Parents will have to apply to get a place at Wiveliscombe Primary School through Somerset County Council Admissions and they will be told through them if their application has been accepted. Once allocation of school places has happened, we send a welcome letter out to all parents that have children starting with us in September. We offer a 'new starters' parent information evening where parents will be given a range of information linked to starting school as well as a pack of forms to fill out which need to be handed back to the school office. Children are then invited in to do a few 'meet your new teacher' sessions. This is where the children will come together as a class and spend an afternoon with their new teacher in their new classroom.

The transition process for starting school at Wiveliscombe is through and works well. For the first week the children either attend in the mornings or the afternoons. They then swap the session for the second week. For the following two weeks, all children attend school in the morning session. This allowed for the Reception class teacher to meet with the children's families during the afternoon sessions. By the fifth week all children are in school all day.

11.3 Reception to Year 1

Moving from Reception to Year 1 can be quite a daunting process for some children so here at Wiveliscombe we try to make it as smooth as possible. The children will have a session with their new teacher in their new classroom during the Summer Term. We also try to do some story times where the Year 1 teacher will come and read a story with the Reception Class to ensure good relationships are built before the transition happens. The Year 1 teacher often will also see the children at playtimes so can say hello to them, again encouraging and building these relationships before the children move to the Year 1 class.

For all transitions mentioned here, Paddocks Nursery and Pre-school and Wiveliscombe Primary School ensures that children are given a voice. We do this by having regular circle times to discuss transitions, how they feel and what will happen.

12. Reports/transition documents

All children in Reception will receive a school report and the children transitioning to school will receive a transition document report. The Reception children's report is written by their class teacher and the transitioning children's reports are written by their Key Person and checked by the Paddocks Nursery and PreSchool Manager. We report on the children's Characteristics of Effective Learning and comment on the Areas of Learning. The transition documents indicate where the children are against the areas of learning and the Reception Class report contains their data based on the Early Years Profile. The 2 year old progress check is also carried out for children of this age.

13. Safeguarding and Welfare

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety.

Nursery:

- For children aged under 2, we have at least 1 member of staff for every 3 children.
- For children aged 2 we have at least 1 member of staff for every 5 children.
- For children aged 3 and over at least 1 member of staff for every 8 children.

Reception:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils.
- Reception also has 1-2 members of support staff within the classroom at all times.

All:

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

13. Other policies and procedures

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.		
	Paddocks Nursery and Pre-School	Wiveliscombe Primary School
Statutory Policy or Procedure for the EYFS	This policy	
Safeguarding policy and procedures	See Child Protection & Safeguarding Policy	
Procedure for responding to illness	See Supporting a Child with a Medical Condition Policy	
Administering medicines policy		
Emergency evacuation policy	See Critical Incident Management Plan	
Procedure for checking the identity of visitors	See established procedures document	
Procedures for a parent failing to collect a child and for missing children	See Uncollected Child Policy	
Procedure for dealing with concerns and complaints	See Complaints Policy	
Behaviour policy	See Paddocks Behaviour Policy	See Wiveliscombe School Behaviour Policy