

# Wootton St Peter's CE Primary School



## Early Years Foundation Stage Policy

Date Adopted by Governing Body: November 2022

Date to be Reviewed: November 2023

Signed Chair of Governors

A handwritten signature in black ink on a light brown rectangular background.

*Josephine Elliott*

Signed Headteacher

A handwritten signature in black ink.

*Charles Pitt*

Contents

1. Welcome	
2. Aims .....	1
2. Legislation .....	4
3. Structure of the EYFS .....	4
4. Curriculum .....	4
5. Assessment .....	5
6. Working with parents .....	5
7. Safeguarding and welfare procedures.....	6
8. Monitoring arrangements .....	6
Appendix 1. List of statutory policies and procedures for the EYFS .....	

## 1. Welcome

Welcome to the Early Years at Wootton St Peter's CE Primary School. 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. We believe that our Nursery and Reception class provides our children with the very best start in life. We pride ourselves in how we form excellent relationships with parents and carers so that we provide high quality early learning **together**, to provide the foundation children need to make the most of their abilities and talents as they grow up.

Our nursery and reception children benefit from being taught by a highly skilled qualified teacher and exceptional teaching assistants. They ensure the standards set out in [The Early Years Statutory Framework](#) are fully met so that the children learn and develop well and are kept healthy and safe. This helps to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Every child makes good progress and no child gets left behind. At Wootton each child is considered individually. At the beginning of the year we quickly build up a picture of their starting point and where we want them to get to based on their individual needs and learning styles.

The children are made to feel comfortable in their learning environment and as part of the wider school. We let the children explore their own interests. With our topics we guide their learning, making it fun and multi-sensory using our excellent classroom including the outdoor space to enhance this and establish independence.

At Wootton we pride ourselves on the relationship we build up with the parents/carers even before the children start. We would normally visit the children in their pre-school setting to get to know them, they would also be invited to come and visit the school and see their new classroom. We are planning to have meetings at the beginning of the year that explain the day-to-day running of the classroom to enable a smooth and happy transition. We hope that we are able to have an open door policy for parents/carers who need to talk to us before or after school. We hold open classroom time during the year where parents are invited to come and look at the wonderful work their children are doing

At Wootton the children are involved in lots of the decision making. The Christian values of compassion, courage and perseverance underpin the democratic way that the school operates. Starting in the Early Years the children are taught these values and skills and take part in discussions and decision making.

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. Through working in a partnership, this is something that we can't wait to achieve with you and your child.

## 2. 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 3. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## 4. Structure of the EYFS

Our EYFS class, Little Gems, is a mixed nursery and reception class. We accept children into our nursery the term after they turn 3 years old. We have space for a maximum of 24 children in our setting. We prioritise spaces for children entering reception (maximum 16 children) and then we are able to set our admission number for nursery.

Children attending our nursery are entitled to either 15 or 30 hours. The sessions run from 8:30 am – 11:30 am and 12:00 pm – 3:00 pm. We charge £2:50 for wraparound lunch care between 11:30 am and 12:00 pm. Your child attending our nursery does not guarantee them a place in our reception class. An application for school place must be made via the [Oxfordshire County Council](#) website.

## 5. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

## 5.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account 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, staff reflect on the different ways that children learn and include these in their practice.

## 5.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff 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.

## 6. Assessment

At Wootton St Peter's CE Primary School, 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. Staff also take into account observations shared by parents and/or carers.

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

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.

## **7. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. 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.

## **8. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **9. Monitoring arrangements**

This policy will be reviewed and approved by the Teaching and Learning Committee every year.

At every review, the policy will be shared with the governing board.

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety 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 child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy