

# Early Years Foundation Stage Policy



Welley Road  
Wraysbury, Staines  
TW19 5DJ



**Governors' Committee responsible:**

**Status:**

**Review Cycle:**

**Date Written/Last Reviewed**

**Ratified:**

**Date of Next Review:**

Curriculum and Pupil Welfare Committee

Non Statutory

2 Years

September 2024

September 2026



## Early Years Foundation Stage Policy

### INTENT

At Wraysbury Primary School our main aim is to provide a safe and secure environment, enabling our children to follow their interests and become confident and independent learners. We realise that if children are interested in what they are doing, then they will progress further in their learning. We develop a curriculum based around these core experiences and teach the children the skills they need for school life and life in general.



### The Unique Child

As a school we are very conscious that children learn at different rates and at different times so feel it is paramount that they are valued as individuals. We believe very strongly that each child's needs should be met by understanding and embracing all the children's individual life experiences. EVERY child deserves the best possible start to their school life, regardless of their race, gender, religion, ability, ethnicity or linguistic background. With this in mind, in the EYFS, we plan for individual needs.

### SEN

In the Early Years at Wraysbury, we feel very passionately that the setting needs to be as inclusive as possible. One of our first priorities is to build up a positive relationship based on mutual trust and respect with any parents whose child may have special educational needs. We always start with the children's strengths; this mindset is critical to the success of the child.

Each child is different in their needs so all members of staff ensure that they get to know the child and what these needs may be. As a team we will then discuss the child and put a plan together, liaising with the parents. This will cater for any sensory, emotional and social as well as academic needs.

If required we will then seek advice from outside agencies for further strategies to help the child.

### Positive Relationships

At Wraysbury:

- All the practitioners develop caring, respectful and professional relationships with the children, taking into account any support an individual child may need. This starts in the summer term before the children begin school. They visit the school on several occasions and the practitioners visit them in their nurseries. This also enables us to liaise directly with the children's key workers regarding their individual needs.
- The class teacher acts as the 'key person' for all the children in the class, supported by the teaching assistants. The children whom we feel need extra support, whether it is intellectually or emotionally, are supported by the whole EYFS Team.

- All practitioners endeavour to build up a strong relationship with parents/carers as we recognise the role they have in a child's learning and emotional development. Throughout the year we hold a range of events e.g. assemblies, parents' meetings, stay and play sessions and afternoon tea to which all parents are invited. We also have an 'open door' policy at pick-up which enables parents/practitioners to liaise about any concerns or achievements. All children have a communication book which acts as a way of delivering messages between home and school.
- Each child has a Year Six buddy who is a positive role model and there to support them through their first year at Wraysbury. Throughout the year there are different occasions for the children to meet and play with their buddy.

## **IMPLEMENTATION**

### **Enabling Environments**

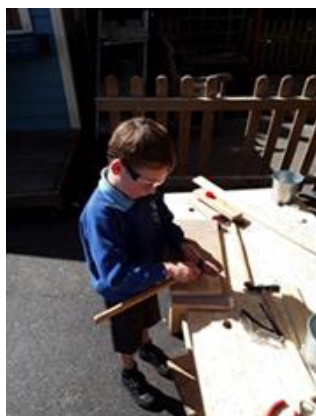
At Wraysbury we believe very strongly that the environment plays a huge role in the children's learning. A key aim is to provide an uncluttered environment inside and outside that has been carefully thought through to enable children to immerse themselves in meaningful play. Resources are clearly labelled so that everyone knows where they are kept and children can extend their own learning by using the open-ended equipment in a constructive manner. Continuous provision should be based on observations and assessment. Therefore, as the needs of the children change over time so does the environment, ensuring that 'next steps' can be met.

With this in mind, the provision is reviewed half-termly based on our 'gap analysis'. However, enhancements are added daily/weekly depending on our daily observations of the children.

The children have access to the outdoor classroom at all times.

### **Health and Safety**

We encourage the children to take risks and monitor their own safety by discussing any hazards with them. By giving the children these choices, we are equipping them for life in the future.



### **Learning and Development**

Young children learn best through self-chosen play opportunities where they are motivated and enthused. At Wraysbury we recognise this and, therefore, a large proportion of teaching takes place in the children's self-initiated play. As practitioners we play with the children, modelling and scaffolding any learning opportunities, ensuring progress is made. This 'modelling' is crucial for children to develop key skills and use the provision appropriately. However, focused, adult-led activities do take place but are age-appropriate and fun and purposeful.

## **Books**

We strongly believe in the benefit of engagement with books in the Early Years. 'Children who are read to regularly achieve higher levels of attainment in reading, maths and cognitive skills at age eight to nine' (Kalb and van Ours 2013). We want children to become habitual readers who will choose to spend time reading and therefore develop a wider vocabulary, enhance their understanding and broaden their knowledge of the world. With this in mind we base a huge proportion of our teaching on books exposing the children to wide range of texts. Books are used as vehicles to teach the majority of the curriculum and are always available for the children to look at. Although we have separate book corners in each classroom, we ensure that books are available in many other areas of the setting.

We read one book a week in our whole class reading sessions where we teach comprehension skills using the 'VIPERS' criteria. We then based other learning on the theme of the book.

Storytime at the end of the day is also another vital component of building that love of books. We ensure high quality picture books are read in a lively manner ensuring the children's engagement in the different stories.

## **The curriculum**

We follow the 'Development Matters' curriculum but have devised our own curricular goals.

### **Our Ten Curricular Goals**

- 1) to be a happy independent learner
- 2) to have a love of books
- 3) to write for a purpose
- 4) to engage in conversations in a range of situations
- 5) to establish relationships with peers and teachers
- 6) to create whether it be a picture, story or model using a variety of different media
- 7) to include everyday maths concepts into their play
- 8) to commune with nature
- 9) to be active and understand how to remain healthy
- 10) to use tools with control

We aim for each child to have achieved these goals by the time they finish Reception.

All seven areas of learning and development are valued equally. However, we realise that the prime areas need to be focused on for the four specific to happen.

The three prime areas:

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

PSED plays a huge part in our curriculum because until a child feels safe and secure they will not learn. We believe strongly that alongside focused circle-time, young children need support with their social skills and emotional needs in the moment. Practitioners are very aware of their own emotional needs to ensure that we are co-regulating which leads to a child being able to self-regulate.



## **Healthy life style**

Alongside focused teaching, we make sure that we discuss or remind the children about how to remain healthy. The 'open' Snack Area and designated Physical Area are an excellent place for this to take place. Also, we encourage any parents with jobs in the health service to come and talk to the children.

## **Communication and Language**

Children need to be able to voice their wants and needs and communicate effectively for them to progress in their learning. The ability to listen plays a huge role and particularly in the first term we teach the children the skills to become a good listener. This can range from gaining attention using 'Bucket Time' to promoting 'active listening' skills depending on the children's needs. At Wraysbury, we believe that children's communication skills develop further when modelled and scaffolded in their own play. Children do not feel pressurized and progress is at a greater level. As a team, we have devised a short list of key strategies to help the children and all members of staff use these when communicating with the children. Interactions need to be meaningful and purposeful and for all children to feel that their opinions and needs matter. Practitioners make sure that they are available for this to occur.

We make sure that children are exposed to new vocabulary daily and will revisit these words at a later date.

## **Physical Development**

### **Gross Motor Skills**

Children need to be active on daily basis. We believe strongly that children should have access to an Outside Area at all times. At a young age, children need space and time to learn through active movement. We have a designated Physical Area where the children can practise different skills such as throwing and catching etc. However, we are aware that many children need different activities throughout the day to help with sensory needs or building core strength. 'Heavy work' is incorporated into everyday activities.



## Fine Motor Skills

At Wraysbury, we have daily fine-motor activities to help children build up the strength in their arms to ensure that they can use tools with control. We are aware that this starts at the shoulder moving down the arm to the wrists and then finally the fingers. We offer a range of activities from using brooms to tweezers.

The four specific areas:

## Literacy

We follow the Little Wandle Letters and Sounds programme and therefore phonics is taught daily in a whole class session. Any child with 'gaps' in their learning will then take part in a 'keep up ' activity during the day. The children read three times a week in a small group which focuses on decoding, prosody and comprehension. If we feel a child needs extra we will read with them on an individual basis as well.

At the beginning of the year, we teach handwriting every day and by the end of the Summer term we target children who still need support.

Alongside focused shared writing sessions, writing is incorporated in all areas of the setting. In the first term of Reception, mark- making is modelled and encouraged ranging from writing a shopping list in the play house to labelling a Lego model. Our aim is for the children to want to put pen to paper. As the children's phonics develop we encourage them to start to represent sounds correctly and finally writing full sentences. In our shared writing sessions, we make sure that we expose the children to a variety of different forms of writing from writing a letter to compiling a list for a birthday party.



## Mathematics

We follow the White Rose scheme of work which is very practical and hands on. The children learn how to master mathematical skills in a fun, purposeful way.

We have also used the recommendations for improving mathematics in the early years from the EEF to improve the children mathematical skills.

- 1) Develop practitioners' understanding of how children learn mathematics.
  - Maths themed team meetings, White Rose training, new literature relating to Maths in EYFS
- 2) Dedicate time for children to learn mathematics and integrate mathematics throughout the day
  - Paying for snack, voting for the story at the end of the day, self register etc
- 3) Use manipulatives and representations to develop understanding
  - Use of a huge variety of resources e.g. numicon, counters, dominoes, natural objects



- 4) Ensure that teaching builds on what children already know
  - Observing and assessing in play which informs future planning
- 5) Use high quality targeted support to help all children learn mathematics.
  - Focus groups or individual teaching takes place on a daily basis



### **Understanding the World**

Due to the diverse cohort of children who attend Wraysbury Primary, we believe very strongly that children need to learn about each other's cultures and traditions. We try to ensure that children are given the opportunity to share their beliefs and traditions and for these to be celebrated in the classroom environment. We also welcome visitors to come and talk to the children about different religions and cultures.

### **Local community**

The local PCSO is a regular visitor to our school and talks to Reception about his role in the local community. Depending on their availability we try and invite other emergency services into school. The children visit the local library and church.

### **Science**

The children enter the school with very different experiences of the world around them. We celebrate these differences and follow the children's interests as well as introducing new concepts and topics.

The classroom provides opportunities for experimentation, to explain why some things occur and to talk about how and why things change, by learning to make observations.

The children visit the Eco Area every week giving them the opportunity to see the changes in Nature over time and observe seasonal changes this links to the unit covered in Year 1. It allows the children time to explore and investigate in a hands-on environment.



### **Expressive Arts and Design**



The adult's role in helping children develop their creativity is adults who know how to encourage them and model activity but not control the creative process.

We place importance on the creative process, not the end product.

Adults realise that creativity is far more about the intellectual processes involved in generating new and original ideas, and in developing connections between existing ideas and concepts. We understand that being able to think creatively is an enormous asset in adult life. Problems and challenges in life approached from different angles will enable the individual to build resilience. On a daily basis adults are encouraging, modelling, scaffolding and extending the children's play to try and foster this critical thinking.

In Art we cover the aspects -drawing, painting, printmaking, collage, textiles and 3D (three dimensional) - and how these support and enable individual creativity. They are the basis for the areas covered in Year 1.

Imaginative play allows the children opportunities to try on a variety of roles and experiences. It benefits the children's social, emotional and language development and encourages independence, creativity and problem solving. At Wraysbury we encourage imaginative play across the whole setting, whether it is building a den in the outside area or acting out a story using the small world characters.



## **Music**

Music at Wraysbury is hands-on and fun. It builds the foundations of music for the children to enter KS1 with the basic skills needed. There is a Music Area in the Outside Area which children can access at any time.

## **IMPACT**

### **Assessment**

We realise that the most important role of assessment is to improve the child's learning and overall experience.

With this in mind, most assessment in the early years is minute-by minute and is scaffolding the children's learning. We provide kind but precise feedback that helps the children to reflect on and develop their understanding.

For children who are struggling we need a close and detailed look at what their difficulty is and how we can overcome it. This is achieved by getting to know the whole child and building up a detailed knowledge of their strengths and weaknesses.

At Wraysbury we realise that all the adult's work on 'evidence' and 'tracking' takes us away from the place where the adult can make the most difference- with the children. Adults spend their time with the children, listening to them, developing conversations, playing with them and teaching them new concepts and skills.

Every half term we capture the children's learning by using Sonar which then informs our future planning.

At the beginning of the year, we carry out the Reception Baseline Assessment. At the end of the Reception year, each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). This is the EYFS Profile. This is shared with the parents in a written report.