



WESTFIELD PRIMARY SCHOOL Early Years Policy

May 2018

The Early Years Foundation Stage (EYFS) Framework sets the standards for Learning, Development and Care for children from birth to five.

The framework is based on 4 themes that are supported by underlying principles:

<p>A Unique Child</p> <p>Every child is a competent learner from birth, who can be resilient, capable, confident and self-assured</p>	<p>Positive Relationships</p> <p>Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</p>
<p>Enabling Environments</p> <p>The environment plays a key role in supporting and extending children's development and learning.</p>	<p>Learning & Development</p> <p>Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.</p>

Our Early Years policy describes how we implement the framework upon which the beliefs and practice of this school are based.

A Unique Child

We believe that every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Every child deserves the best possible start in life and we aim to give this by looking at what the children can already do and supporting them to fulfill their potential.

At Westfield Primary School:

- All staff in the Foundation Stage hold relevant Early Years qualifications that give them a strong and thorough understanding of child development, enabling them to meet the specific needs of very young children.
- We understand and observe each child's development and learning, assess progress and plan for their next steps.
- On-going assessments (formative assessments) are compiled throughout the Foundation Stage. This involves observing children in order to understand their achievements, interests and learning styles. This information is used to inform future planning.
- Parents are kept up-to-date with their child's progress and development and we work with parents to address any learning and development needs.
- The Early Years Foundation Stage Profile (summative assessment) is completed for each pupil at the end of the reception year. This document provides a summary of each child's attainment at the end of the EYFS.
- The completed EYFSP will support future curriculum planning and will provide the Year 1 Teacher with important information about each child's approach to learning.
- All children are listened to and their communications are respected and responded to.
- The different ways that children learn are valued and acknowledged. Accommodating the children's interests is seen as a very powerful way to promote learning.
- We quickly identify needs for additional support as early as possible.
- The cultural diversity of our pupils is celebrated.

Positive Relationships

We believe that children learn to be strong and independent through positive relationships.

When Parents and Practitioners work together in Early Years settings, the results have a positive impact on the child's development and learning.

At Westfield Primary School:

- Each child has a named Key person who will help them to develop security and independence.
- Parents of Reception children are invited to a "New to Westfield" session in the September that their child starts school.
- The Nursery teacher and Teaching Assistant visit each new parent and child at home prior to starting Nursery.
- Home visits are offered to all Reception children who are starting new to the school in September. These take place in the term prior to starting.
- Children due to start in the nursery are offered a visit to the school in the term prior to starting
- All children who are due to start Reception, visit their new classroom and meet their new teacher in the term prior to starting.
- Parents have daily access to Foundation Stage staff at the end of the session to discuss any concerns or queries they may have regarding their child.
- Parents are invited to Consultation Evenings in the Autumn and Spring terms to discuss their child's progress.
- Children's learning journeys are shared with parents and parents are able to contribute to these.
- Weekly whole school newsletters are sent home to Parents on a Friday
- Parents receive a newsletter at the beginning of the term from the Nursery and Reception teacher.
- Home learning sheets are sent home weekly, sharing the learning that has been taking place and possible activities that could be done at home to support.
- Parents with particular skills/knowledge/culture are invited to come and share their skills/knowledge/culture with the children and staff in the Foundation Stage
- Reception children take home a reading book daily. Reception and Nursery children take home a library book to share with parents each week.
- Parents are invited to whole school Sharing Assemblies, Foundation Stage productions and any special assemblies e.g. Celebration assemblies, Easter, Christmas and Staff farewell.

Enabling Environments

We believe that 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 parent and/or carers.

Our teaching is based on an Early Years curriculum that stresses active, experimental learning in a safe, secure and happy environment where teaching and learning ensures children gain a broad range of knowledge and skills.

At Westfield Primary School:

- We provide an attractive, welcoming and stimulating learning environment.
- Children have full access to both indoor and outdoor learning environments. We ensure that the children are given choices and we encourage them to make decisions for themselves about where and how they learn best.
- Both indoor and outdoor environments promote independence and decision making. Resources are easily accessible and clearly labeled.
- Children are encouraged to explore and take risks within a safe and secure environment.
- Rich learning opportunities are provided through play and playful teaching.
- Extended and uninterrupted periods of time are allocated to learning in order for children to have opportunities to get engrossed in activities and sustain their thinking and learning.
- We promote an inclusive environment by ensuring that all children and families feel included, safe and valued. We promote equal opportunities and anti-discriminatory practice.
- A positive learning environment is created where all children are able to feel safe and are protected from physical and emotional harm. The schools behaviour policies are introduced in the Foundation Stage.
- Children are collected from their classrooms at the end of the session. They will only be handed over to a known, named adult.

Learning and Development

We believe that children develop and learn in different ways and at different rates.

In the Early Years Foundation Stage we understand that children develop and learn in different ways. We follow the 'Statutory Framework for the Early Years Foundation Stage' and alongside this we also use the non-statutory guidance 'Early Years Outcomes' to support our practice.

At Westfield Primary School:

- A balance of child-initiated and adult-led experiences are provided to enable our children to become confident and independent learners.
- We follow the 'Statutory Framework for the Early Years Foundation Stage' and alongside this we also use the non-statutory guidance 'Early Years Outcomes' to support our practice.
- We know that young children learn best through play-based activities and first hand experiences, so we carefully plan learning activities that are delivered in this way.
- We provide a broad and balanced curriculum which enables each child to develop emotionally, socially, physically, creatively, and intellectually to their full potential and at their own pace. Planning to the children's interests and providing medium-term and short-term plans ensure curriculum coverage.
- We foster the characteristics of effective early learning - Playing and exploring, Active Learning, Creating and Thinking Critically - by giving children time and opportunity to explore their ideas, and also practice, consolidate and extend their previous experiences.

There are 7 areas of learning and development that shape the educational programmes in the early years. All areas of learning are important and inter-connected.

The three Prime Areas are particularly crucial and these are:

- 1) Communication and language
Listening and Attention
Understanding
Speaking
- 2) Physical development
Moving and Handling
Health and Self-Care
- 3) Personal, social and emotional development
Self-Confidence and Self-Awareness
Managing Feelings and Behaviour
Making Relationships

We also support children in the four Specific areas, through which the Prime areas are strengthened and applied.

The four Specific Areas are:

- 1) Literacy
Reading
Writing
- 2) Mathematics
Numbers
Shape, Space and Measures
- 3) Understanding of the world
People and Communities
The World
Technology
- 4) Expressive arts and design
Exploring and Using Media and Materials
Being Imaginative

[CLICK HERE](#) for Parents' Guide to the Early Years Foundation Stage Framework.

http://www.foundationyears.org.uk/files/2014/08/EYFS_Parents_Guide-amended.pdf

For information about our admissions process please see our Admissions Policy.