



# WELLS-NEXT-THE-SEA PRIMARY & NURSERY SCHOOL

## EYFS Policy

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## Wells Next-The-Sea Primary and Nursery School Early Years Foundation Stage Policy

"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." (Statutory Framework for the Early Years Foundation Stage September 2021)

### Introduction

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

We achieve this by:

- setting the standards for individual learning, development and care to enable each child to fulfil their potential.
- providing for equality of opportunity and anti-discriminatory practice (refer to Equality and Diversity Policy).
- creating the framework for partnership by working with parents, professionals and other outside agencies.
- ensuring that learning and development is planned around the individual needs and interests of the child, through meaningful topics and seasonal activities and informed by the use of on-going observational assessment.
- Laying a secure foundation for future learning through the provision of a key person (in Nursery), individual learning plans and enabling environments.

### Play

We recognise that play underpins all learning and development for young children. Most children play spontaneously although some may need adult support. It is through play that children develop intellectually, creatively, physically, socially and emotionally. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, playing with their peers, and by taking part in play that is supported, enhanced and guided by adults. By providing well-planned experiences based on children's spontaneous play, both indoors and outside, we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults as well as on their own. They communicate with others as they investigate and solve problems.

### Teaching and Learning

In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practice. The three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The Early Year's experiences we offer our children are based on the following principles:

- Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **Unique Child**

We believe every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. We give every child the opportunity to achieve their best by having realistic and challenging expectations that meet the needs of all our children across the areas of learning and development. We achieve this by planning to meet the needs of boys and girls, children with disabilities, children with additional educational needs, children with medical needs, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children by:

- planning opportunities that build upon and extend children's knowledge, skills, experience and interests
- planning opportunities to develop their well-being, self-esteem and confidence, including experiences that provide risk and challenge
- using a wide range of teaching strategies based on children's learning needs
- providing a secure and supportive learning environment in which the contribution of all children is respected and valued
- using resources which reflect diversity and are free from discrimination or stereotyping
- planning challenging and appropriate experiences for higher achieving children
- monitoring children's progress and providing additional support when identified
- using age appropriate ways to seek the views of all children through observing, listening and sensitive discussion
- seeking advice from specialist agencies where appropriate

### **Positive Relationships**

Children learn to be strong and independent through positive relationships. We respect that parents are the child's first and future educators. We believe that the positive relationships we build are the key to effective partnerships between all practitioners, parents, carers and families. At Wells Primary and Nursery School we aim to foster and develop these important relationships for all of our children. In our Nursery each child has a key person, whilst all adults are responsible for ensuring that each child feels safe and cared for, the key person is the point of contact for specific information in order for each child to develop a their positive sense of well-being and achievement.

We meet the needs of all of our children by:

- developing positive relationships with parents during the transition programme and home visit
- working with parents / carers right from the start to find out about their child's needs, feelings and interests
- developing effective partnerships with families throughout the year by offering regular opportunities for them to talk about their child's progress through our open door policy and parent's evenings and the EYLOG online learning journey system
- through our open door policy and class Dojo encouraging families to communicate and talk to our staff members to foster two-way communication with parents / carers and families

- helping parents to support children's learning and development
- recognising that friendships and relationships are an important part of a child's development from birth.
- encouraging parents to help in school and become involved in a range of enrichment activities and family learning through our curiosity cafes and events in school

## Enabling Environment

At Wells Primary and Nursery School we take great pride in the EYFS environments we create for our Nursery and Reception children. We recognise that both the indoor and outdoor environment plays a key role in supporting and extending children's development and learning. The environment is the third teacher and is carefully planned both indoors and outdoors to help children achieve across all aspects of the EYFS. We believe that children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Opportunities are provided for children to take part in a wide range of experiences and to extend their interests.

We meet the needs of all of our children by:

- encouraging children to communicate and talk about their experiences
- developing children's independence and decision making by providing an environment where children can freely access resources and select from the experiences on offer
- using the outdoor environment to enhance learning and development
- analysing children's responses to different situations and identifying their future learning needs
- using materials and equipment that reflects both the community that the children come from and the wider world
- encouraging a positive attitude to learning by ensuring our planning begins by observing the children in order to consider their current interests, developmental stage and learning style
- make the most of opportunities to visit local places in the community to enhance the children's learning and develop their interests

We work in partnership with parents / carers, other settings, other professionals and with individuals and groups in the community to support children's learning and development.

## Learning and Development

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities. At Wells Next-The-Sea Primary and Nursery School we guide the development of children's capabilities with a view to ensuring that children in our care complete the EYFS ready to benefit fully from the opportunities ahead of them.

In Nursery we use the Wanderlust curriculum alongside the children's individual interests as a starting point for their learning. The Wanderlust curriculum is organised around the natural rhythms of the seasons and it offers opportunities to learn about wildlife, natural phenomena and the natural world around us. Rich texts are used to support children's enquiry and development. In Reception we use the Wanderlust approach, and the Learning Challenge Curriculum this is an interesting, challenging, question based enquiry approach based around rich texts as starting points for learning. The children's interests and ideas are interwoven into the curriculum we offer throughout the EYFS.

The EYFS is made up of seven areas of Learning and Development: All areas are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Children should mostly develop the **3 prime areas** first These are:

- Communication and language;
- Physical development; and

- Personal, social and emotional development.

These prime areas are those most essential for a child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in the **4 specific areas**.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

These are:

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

All of the 7 areas are delivered through planned, purposeful play, with a balance of adult initiated/adult-led (child working with the adult) and child-initiated (child chosen) activities. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Observations undertaken by all practitioners are used to plan children's next steps of learning, observations and progress are recorded on the online Learning Journey system, EYLOG. We shape our teaching and learning experiences for each child reflecting the knowledge we gain about a child through observation and assessment. We encourage parents and carers to contribute to their child's Learning Journey with observations and photographs taken outside of the school and Nursery setting.

We ensure that the requirements of the EYFS are met through all seven areas of learning and development, in order for children to make progress towards the early learning goals, which are the established expectations for most children to reach by the end of the Reception Year. Progress is tracked termly and parents are encouraged to contribute to their child's assessment. This information is then passed on to Year one to inform future planning.

At the end of the EYFS there is a programme of transition into Year one. This enables children to be well prepared for what lies ahead and ensures that they start Year One as happy and confident learners. Within Year One we offer a balance of play based learning and more structured teaching. This allows time and space for those children who are still working at EYFS levels of development in Year One to develop and consolidate their skills and knowledge in an appropriate environment.