



Early Years Foundation Stage Policy

Review cycle: Annual

Last Review Date: Sept 2021

Next Review Date: Sept 2022

Staff responsible: E. Henery, Deputy Head Pre-Prep

Governor responsible: Ducan Murphy

Due to the ongoing COVID-19 pandemic, aspects of this policy may not be in operation until such time that Government guidance states it is safe to do so. The school reserves the right to take further steps, over and above Government guidance to keep the children safe, if it deems this necessary.

(This policy applies to the whole School including EYFS)



1. 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

At Willington Prep School we aim to establish the foundational skills outlined in the Early Years Foundation Stage (EYFS) Statutory Framework published by the Department for Education (DfE). The EYFS Statutory Framework sets out in detail the standards for learning, development and care for children from birth to five. This policy is based on requirements set out in the Early Adopter Statutory Framework for Early Years Foundation Stage (EYFS). Willington School are using Non-Statutory Curriculum Guidance for EYFS September 2021.

Key Person

Each child will be assigned a key person; at Willington Prep School this is the class teacher. They help ensure that every child's learning and care is tailored to meet their individual needs. They seek to engage and support parents and/or carers in guiding their child's development at home and help families engage with more specialist support, if appropriate.

Early Years Profile

The EYFS Profile is a way of assessing and recording a child's level of ability and progress as they go through the EYFS. Each child has an individual profile. Assessments are recorded formally and also used as a basis for planning and for providing a comprehensive handover when the child moves into Key Stage 1 at Year 1.

At Willington Prep School, we assess progress against the EYFS Profile and record evidence on "Tapestry" online system. Parents and carers are also able to access their child's record and upload their own comments and photographic evidence.



3. Structure of the EYFS

At Willington School the EYFS consists of 1 co-educational Nursery class and 1 co-educational and 1 boys Reception classes. Children are encouraged to complete 5 full days in the EYFS, however, this is reviewed on an individual basis. The Nursery is open to children who have reached their third birthday by 31st August.

4. Curriculum

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

Meaningful, exploratory based learning and play is central to our Early Years Curriculum. We provide a setting, which is arranged in such a way as to enable children to socialise, communicate, experiment, discover and have hands-on experiences. We have both indoor, (2 adjoining classrooms) and outdoor facilities (a fenced, soft landing area, astro turfed/paved area, climbing apparatus and sensory areas). This is all weather and therefore can be used all year round for outdoor learning. Children have specialist teachers for French, Music and PE, as well as Art and Computing in Reception. The curriculum is enhanced by educational trips to local sites of interests and workshops.

Members of staff are active in teaching, facilitating, guiding and enabling children to fulfill the Early Learning Goals through a combination of adult led and child initiated activities. In this way children take part in a well balanced curriculum of topical planned activities, as well as having the opportunity to select activities, appropriate to their ability and stage of development. As children move through to the Reception class, the work becomes more structured with a greater emphasis on recording and developing new skills.



We employ a variety of teaching strategies to deliver our curriculum. We consider the kinesthetic, audio and visual learners and visual timetables on a daily basis and they form part of the class structured routine. A variety of questions both leading and open are also used by staff to extend children's learning. Children with Special Education Needs (SEN) are given equal opportunities to access the curriculum as our facilities allow. The children are given the opportunity to develop their own ideas and initiatives through play and creative work. The children become skilled at working as individuals, in small groups and as a whole class.

The children are carefully monitored during each day and achievements are recorded as they occur. In addition, regular observations are made of the child's activities and these are used as a basis for planning and assessment. Regular planning assesses the success of the previous week's activities and also takes into account the children's individual needs.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice.

The Pre Prep Department is structured in such a way as to enable all children to fulfil their potential within a positive, happy and secure environment. In this environment children can develop at their own pace, with the help and guidance of caring professional staff.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Timetables and activities are designed to provide a combination of both well-resourced activities, including use of the outdoors area. We strive to provide a well-balanced curriculum, comprised of meaningful experiences which facilitate learning through investigation, exploration and creativity. All our children are entitled to be given the opportunity to achieve the aims set out in the Early Learning Goals by the time they are 5 years old. At this point they progress on to Key Stage 1 where the children continue to consolidate and build upon these foundational skills.

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 Key Stage 1.

Progression and Differentiation



Children are encouraged to achieve a high standard, based on their individual capabilities. Where necessary, the curriculum is differentiated in order to maximise the achievement of all children. The children have equal opportunities to access the curriculum, regardless of their chronological age or individual needs.

Classroom activities are differentiated in different ways. Initially, differentiation is by outcome, as the children respond and adapt to the task in hand. Weekly planning and assessment also leads to specific activities being planned for individuals or groups to enable them to work on particular areas of learning at their own pace. This includes children who need to consolidate foundation skills, those who are gifted and talented and those who have special educational needs. The Pre Prep works in conjunction with the SENCO (Special Educational Needs Co-ordinator) to provide additional support as necessary.

Special Education Needs

For any child who is causing concern because they are not achieving expected goals, we monitor progress with parents or carers and liaise with the SENCO and any other external agencies, as necessary. We will advise if other specialist assessments are required. Any concerns are noted and procedures followed, as detailed in our SEN policy, and future targets will be set to monitor and report progress.

5. Assessment

At Willington School, ongoing assessment is an integral part of the learning and development processes. A baseline assessment, which is carried out on entry into Reception, to provide a starting point for the measurement of progress throughout Willington Prep School.

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Willington School uses <https://www.gov.uk/government/publications/2021-early-years-foundation-stage-assessment-and-reporting-arrangements-ara> for Reporting and Assessing EYFS and <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook> to help guide and support observations and profiles.

Practitioners also take into account observations shared by parents and/or carers. Observations are recorded electronically through a platform called Tapestry which can be accessed by parents.

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
- Exceeding expected levels

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 and local authority upon request.

Reporting



For all parents and carers there is a Parents' Meeting in the second half of the Autumn and Spring Term. It is important to note, however, that parents are free to discuss their child's progress with the class teacher at any stage in the term. Children in the Pre Prep Department also receive a formal report each term.

6. Working with parents

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

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

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy will be reviewed and approved by Ellie Henery Deputy Head Pre Prep 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 and first aid policy
Administering medicines policy	See supporting pupils with first aid policy
Emergency evacuation procedure	See health and safety policy, fire action plan
Procedure for checking the identity of visitors	See child protection and safeguarding policy and visitor policy



Willington Independent Preparatory School

Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy and missing child policy
Procedure for dealing with concerns and complaints	See complaints policy