



Woolgrove School

Early Years Foundation Stage (EYFS) Policy

'Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability, or religion is given the same chance as any other to access the services and support of the school'.

Vicky Litchfield

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Aims of the Early Years Foundation Stage Curriculum

- 1 To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
- 2 To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.
- 3 To ensure the children have positive experiences of success at their own levels to give them confidence and motivation for learning in the future.
- 4 To support pupils to achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being.
- 5 To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority, and which dovetails with the National Curriculum and the ECM outcomes.
- 6 To provide a curriculum which provides equal learning and development opportunities for all the children.
- 7 To create a partnership with parents to support and enhance the development of the children.

The Curriculum

In the Early Years Foundation Stage (EYFS) classes at Woolgrove School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment. Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas being:

- Personal, Emotional and Social Development (PSED)
- Communication and Language (CL)

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- Physical development (PD)

The specific areas are:

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

Play and Learn policy.

We believe that play, both indoors and outdoors, is the fundamental way in which young children play and Learn (PAL) can be enjoyable and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop, and represent learning experiences that help them make sense of the world.
- Practise and build up concepts, ideas, and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate and solve problems.
- Express fears to relieve anxious experiences in controlled and safe situations.

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning
- Narrating children's play
- Asking questions about children's play

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Planning, recording and assessment.

Topics are planned on a 2 - 4-year cycle, so that children will experience activities within each topic as they progress through the EYFS Classes. Topic planning takes place on a half-termly basis. Topics may be altered to consider children's interests. The long-term planning sheets identify each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned.

Adult focused and independent activities are planned on a weekly basis. Children can work in each of the learning areas within the classroom and outdoors. The whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

Pupils are assessed using the Woolgrove EYFS Birth to Five Development Matters Ranges, this is used as an ongoing tool to plot progress and plan Individual Provision Map targets.

Assessments are completed shortly after a pupil enters the setting and at the end of each half-term. The DFE Baseline assessments are completed for Reception pupils if applicable. The Early Years Foundation Stage Profile is completed at the end of the Reception year. Staff completing the profile will attend annual moderation meetings. Woolgrove's EYFS Lead runs a network with local special schools.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and regular discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made on the class and individuals record sheets.

Children are assessed during adult focused activities against the objective for that activity. A note is made of those children achieving above or below the objective. These are updated on a regular basis to monitor progress and inform planning. Samples of the children's work are kept in the child's evidence folders. Every child has a work folder which contains examples of their achievements and work throughout the year.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Individual Provision Maps are written after an EHCP review and reviewed in December, March and July. Parents' consultation evenings are held twice a year and are an opportunity for parents to discuss their child's progress. Parents/carers can contact the staff at any time; all children have a school link book to keep in regular contact. Parents are encouraged to contribute to their child's work folder by adding things to the child's home learning book and recording their thoughts about the work folders on the 'thank you sheets'.

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The children are given personal targets related to either their behaviour, social skills or learning to work on during the school day. Children are given motivating rewards for achieving the target each day and behaving well. Motivating rewards must be something the children want and like, therefore each child has a personal reward given to them to meet their needs and interests. The reward could be a preferred food item or use of a highly motivating toy or object such as the iPad.

Progression

There are clear expectations for progression through the EYFS department which includes some KS2 pupils. Children working within the later phases of the Early Years Outcomes work for longer periods on more formal adult-led activities and they work in larger groups than the children working within the earlier phase of the Early Years Outcomes. The children working in the later stages are expected to play and learn with less adult support than that of the children working at the earlier stages. All pupils' individual abilities are taken into consideration, and they are offered activities that are at an appropriate level to meet their developmental needs. Therefore, some younger pupils are provided with similar or the same activities as some older pupils to meet their needs and vice versa.

Equal Opportunities

Aims

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs, or ability.
- To ensure that all the children feel secure, included, and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity.
- To encourage self-confidence and a positive approach to learning in all children.

During the school visit we will talk to the child and the parents about the child's ethnic, religious, and cultural heritage and experiences at home. Staff will use this information when planning and carrying out activities within the Foundation area to ensure that familiar

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experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

Keeping the environment free from any discriminatory practice or stereotypical images

Valuing the local community and environment as a source of learning opportunities

Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:

Activities relating to a wide range of religious, ethnic and cultural festivals.

Telling stories, listening to music, and looking at pictures and videos from a range of cultures and religions

Role play activities that reflect a variety of cultures

Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.

We will ensure that all children are given support to participate in activities, experiences, visits, and discussions and to ensure that all children are listened to carefully and with respect.

We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary, we will modify activities or provide additional equipment or materials to ensure children are not excluded.