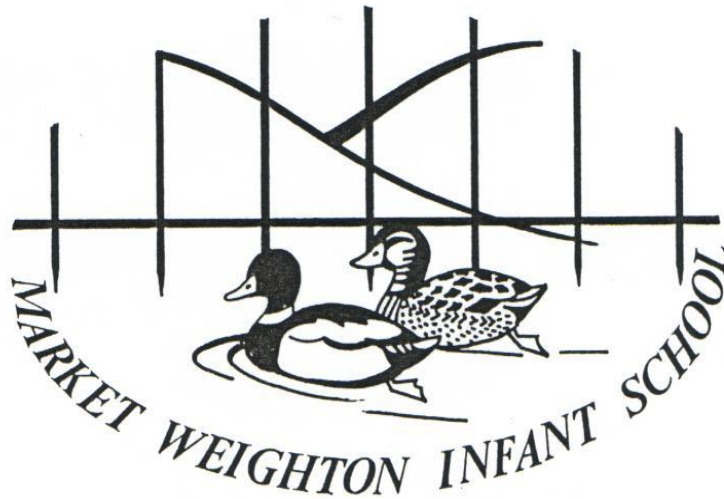


Early Years Foundation Stage Policy

Market Weighton Infant School



Play is essential to childhood. Our Foundation Stage Unit offers a truly exciting start as children take their 'first steps' into the world of education.

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Foundation Stage

1. Aims

Our Foundation Stage team ensures:

That our pupils access a broad and balanced curriculum through the creation of irresistible learning spaces that can be accessed through independent choice. These spaces will help to give our pupils the broad range of knowledge and skills needed for good progress through their Nursery and Reception years, future school years and life.

That we provide high quality teaching and learning so that every child makes good progress. We challenge the children so they not only develop their potential, but achieve the unexpected so that they amaze themselves, and us.

That we have a close working partnership between ourselves, parents/carers and any other early years setting that our pupils attend, or have attended, before coming to Market Weighton Infant School.

That every child feels secure, happy and settled within our Foundation Stage family.

That every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

At Market Weighton Infant school we follow the Statutory Guidance for the Early Years. We use Development Matters (Revised in July 2021) to help design an effective early year's curriculum, building on strengths and meeting the needs of the children we work with and supporting us in our professional judgement.

The framework guidance sets out the three Prime Areas of learning that underpin everything in Early Years.

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The four specific areas that help children to strengthen and apply the prime areas are:

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

3. Structure of the EYFS

F1 Nursery

Children can attend our school nursery for three to five terms depending on their age and can enroll from the term after they turn three. We recognise that this is a crucial stage in children's development as it helps them to get ready for school as well as prepare them for their future learning and successes. We introduce children to a disciplined environment that helps them to learn social behaviours and skills and behave well with others. Our expert staff encourage engagement in learning, develop emotional skills and foster

curiosity. We teach the children to help others which will enable them to form strong bonds with friends as they grow up. We offer a language rich environment to challenge little minds and boost cognitive skills, including an early introduction to the school's reading scheme. All this ensures that children who attend our nursery become well-prepared for school.

F2 Reception

This year group caters for those children who have just started school. Children turn five years old between the 1st September and 31st August. We offer a truly exciting start to school life as children take their 'first steps' into the world of education. All our children feel safe, secure and happy in their learning. Teachers know each child's individual needs and create accurate targets for them to achieve regardless of the starting point meaning children make sustained progress. Staff are highly motivated and trained to ensure that all children are allowed the opportunity to learn. We have created an environment that allows children to feel empowered and independent learners, and to develop skills in a safe and exciting way.

4. Curriculum

Intent

It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive and enthusiastic attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing them to achieve their full, unique potential as they take their first steps in tomorrow's world.

Aspiration: We want our children to have the confidence to take risks and become confident, independent learners.

Independence: Children build on what they already know and can do. We encourage a positive attitude and disposition to learn. Our children have opportunities to engage in activities planned by adults and also those that they plan or initiate themselves. Children do not make a distinction between 'play' and 'work'. We understand that children need time to become engrossed, work in depth and complete activities.

Motivation: We aim to develop our children's motivation to learn by following their interests. Adults ensure they fully understand each child's likes and dislikes and plan activities and provision that ensure all children can develop their knowledge and understanding and reach their potential.

4.1 Planning

Staff consider 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. Staff reflect of the different rates at which children are developing and adjust their practise appropriately. Three **Characteristics of Effective Teaching and Learning** are:

- Playing and Exploring – Children investigate 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 EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes.
- The Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception Year.

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, which take place both indoors and outdoors. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

5. Assessment

5.1 Reception Baseline Assessment

Staff will administer the Reception Baseline Assessment within the first six weeks of the child starting the Reception year. These short, interactive assessments are carried out within the school day and completed in accordance with national guidance.

5.2 Ongoing Assessment

Staff will observe and interact with the children in their care. Next Steps and individual targets are set in order to support the child in their ongoing development of understanding, knowledge and skills.

5.3 Early Years Foundation Stage Profile

The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 30th June in that term. It is made up of an assessment of the child's outcomes in relation to the 17 early learning goal (ELG) descriptors.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between school and home. Parents have the opportunity to attend two formal parent's evenings throughout the academic year. An informal parents evening is also offered within the Reception year. Staff regularly send home observations of children's achievements in relation to the EYFS curriculum and parents can see their child's online learning journey via Tapestry whenever they wish. Our observation system also allows parents to share their child's achievements at home with us here at school.

7. Safeguarding and welfare procedures

Staff understand the safeguarding policy and procedures, and Senior Leaders ensure that staff have up to date knowledge of safeguarding issues. Staff are trained to identify signs of possible abuse and neglect at the earliest opportunity, and respond in timely and

appropriate ways. Staff follow the statutory guidance 'Keeping Children Safe in Education', 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Lead, the Head Teacher and the Market Weighton Infant School governing body every three years.

Approved by: Mrs Sarah Kay-Wood (Head Teacher) Mrs Sarah Randle (EYFS Lead) MWIS Governing Body		Date policy created: February 2022	
Last reviewed in:		February 2022	
Next review due by:		September 2024	

Equality Analysis Impact

This policy was written with reference to and in consideration of the school's Equality Policy.

Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? **No**

Does the policy have an adverse effect upon a group with protected characteristics? (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age) **No**

Any questions or concerns regarding this policy should be made to the headteacher.