



## EYFS Policy

### Policy Monitoring, Evaluation and Review

This policy is effective for Willowbrook Mead Primary Academy

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### Revision History:

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## **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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **2. Our Intent**

At Willowbrook Mead Primary Academy, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development. We strive for the children to become independent learners, whilst building on their communication and language. All staff have high expectations of all children, including SEND and disadvantaged. Our provision allows the children to make independent choices in their learning and develop their self-regulation skills.

Here at Willowbrook Mead, we believe that childhood is a time of play, and through play we discover the excitement of learning, the rewards of achievement and acquire our life skills. The early years setting encourages the children in the development of skills, attitudes and understanding that will help them to live full and satisfying lives and become confident, useful, active members of a diverse and constantly changing society.

## **3. Legislation**

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## **4. Structure of EYFS**

### **4.1 classes**

The EYFS base at Willowbrook Primary Academy consists of our Nursery and 2 Reception classes. The nursery intake has a maximum capacity of 52 children separated into 26 children in the mornings and 26 children in the afternoons. The reception unit has an intake of 60 children per year, which are organised into two classes each taking up to 30 children. Many children entering Willowbrook Primary Academy have attended our nursery, with another large portion of children having attended Little Willows – a privately-run day-care provider situated on our Academy site.

EYFS staff, from all providers, work hard to maintain strong links and to create a smooth transition between settings.

#### 4.2 Admissions

Once parents/carers have been offered and accepted a place at Willowbrook Mead, they will be provided with a Welcome Pack and invited to attend induction meetings and events. These induction events are crucial in helping us to understand each child and their talents and needs.

### **5. Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

#### 5.1 Planning

The EYFS underlines the importance of play, both indoors and outdoors. Well planned play is a key in children's learning with enjoyment and challenge. It helps them to explore ideas, roles and relationships whilst displaying different behaviours and skills.

The early years team here at Willowbrook all have specialist training, knowledge, and expertise in working with young children and use this when planning play activities by:

- Planning and resourcing a challenging environment
- Supporting children's learning through planned play activities
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication through their play

We believe that adults involved in children's play activities need to facilitate and extend the children's learning through the planned play activities. High quality adult support is invaluable in extending children's learning, and we endeavour to extend the learning through well planned play activities.

Our outdoor area is used every day and compliments the 'free flow' set up of the indoor classrooms. Children are encouraged to improve their physical development and self-confidence with risk taking.

Children also use their independence to select the resources that they would like to play with and take responsibility for tidying these away.

We believe a key element to developing the whole child is to foster their independence. As such through the curriculum we aim to create independent and confident learners who can take charge of their own learning. Therefore, we ensure that our planning incorporates the opportunity for children to 'explore' and take a lead in their learning. EYFS staff are skilled in enhancing the child's learning by acknowledging individual next steps and promoting key vocabulary and language.

## 5.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Teaching is not a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. Our classroom provision is set up in a way that allows children to access open ended resources rather than restricting a child's learning. We do not have a 'topic led' provision as we believe the needs of our children is to build on their language and self-regulation. Therefore, giving them access to all resources ensures that children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected

## **6. Assessment**

At Willowbrook Mead, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

The children at Willowbrook are monitored and assessed in a variety of ways:

- Through the Early Years Foundation Stage Profile particularly linked to the development matters age bands.
- Target Tracker.
- General day to day teacher assessment and observation through written observations, use of iPads for recording evidence, photos, learning journeys and children's work.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

## **7. Working with parents**

We believe the parents and carers to be co-educators of the children and as such we respect the learning both inside and outside of the school environment. We operate an open-door policy in EYFS and we encourage the parents to discuss any problems or questions they may have with the class teachers and EYFS staff.

We encourage the parents to become actively involved in their child's education through holding curriculum days and special events, sending regular homework, and using Tapestry as an on-line Learning Journey for parents/carers to contribute to. We also use Class dojo to communicate with parents. This can be translated so offers great support to our EAL families.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate

## **8. Safeguarding and welfare procedures**

At Willowbrook Mead children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy is an integral part of our wellbeing and safeguarding offer. Staff offer comfort to children where needed and are attentive and responsive to their needs.

As part of our curriculum, we have a focus on health and wellbeing which include the following:

- Good oral health- daily toothbrushing
- Healthy bodies- looking at healthy food; exercise
- Healthy minds- 'Learnful' programme

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy. Safeguarding also is an agenda item at our phase meetings which are held fortnightly.

## **9. Equal Opportunities, Inclusion and Special Education Needs**

We believe that all children have a right to a full and inclusive education and as such we aim to deliver a curriculum that is accessible to all children irrespective of their ethnic, race and cultural heritage. (see equal opportunities and inclusion policies)

We aim to set a challenging curriculum that enhances the learning of children with special educational needs and enriches the learning of gifted and talented children. (see SEN and gifted and talented policies)

## **10. Monitoring arrangements**

This policy will be reviewed and approved by Luka Moscetano, EYFS Lead every year.