



Welton Primary School

Early Years Foundation Stage  
(EYFS) Policy

We, at Welton, have a dream that our children will be **proud, happy and confident**; knowing that they are being **nurtured, challenged and encouraged** to ignite their own **unique spark of genius**, so that it catches fire and **shines**.

## Introduction:

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

(Statutory Framework for the Early Years Foundation Stage)

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Welton Primary School, children are admitted to reception in the September following their fourth birthday. We have two reception classes in one large classroom, with one teacher per class and key workers.

Early childhood is the foundation on which children build the rest of their lives. At Welton Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

## Aims & Objectives:

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. At Welton Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage is based on four principles:

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

#### [A Unique Child](#)

At Welton Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

#### [Positive Relationships](#)

At Welton Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

#### [Enabling Environments](#)

At Welton Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment. Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's

interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We ensure that resources and spaces are safe to use and checked regularly.

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. Children have access to both inside and outside areas across the day; this has a positive effect on the children's development. The Foundation Stage has its own outdoor classroom area as well as its own playground. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

### Learning and Developing: The EYFS Curriculum

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. We follow the 'Development Matters' guidance. There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

#### **Prime:**

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

#### **Specific:**

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

### Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- 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

## Inclusion

We value the diversity of individuals within the school and believe that every child matters. All children at Welton Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning. In the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe, supportive and nurturing learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support as necessary as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

## Parents as Partners

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Outlining the school's expectations in the Home-School agreement.

- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the Tapestry journals and school newsletters.
- Sending home 'Behaviour Bears', 'Wils' cards and 'postcards home' designed to enable parents to record outstanding achievements.
- Publishing a Creative Curriculum LTP and MTP detailing the areas of learning and the overarching themes of the year or half-term.
- Inviting parents to attend informal meetings and craft days about areas of the curriculum, such as phonics or reading.
- Sending a written report on their child's attainment and progress at the end of their time in reception.
- Parents are invited to a range of activities throughout the school year such as workshops, Christmas productions, stay and plays and sports day etc.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. Grandparents afternoon, terrific dads day, mother's day assembly.

### Transitions

**Reception to Year 1 Transition:** Reception and the year 1 teachers have worked together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At Welton Primary School:

- Reception children meet year 1 teachers during summer term 2 to familiarise themselves with their new teachers
- Individual EYFS Profile folders and assessments' are passed on to year 1 teachers
- An EYFS Profile end of year class summary is passed on to year 1 teachers
- Reception and year 1 teachers meet to discuss individual needs of children in July
- Reception children visit their new year 1 class and teacher for a day in July.
- Reception children visit year 1 classes for a morning during Receptions new starter transition events.

**Starting Reception:** The EYFS Lead and Reception staff at Welton Primary School have worked together to make the transition from Pre-school to Reception as smooth as possible. We understand it is a big step in not only the child's life but the families too and we work hard with our local pre-schools and develop a strong link with parents from the start.

At Welton Primary School we:

- Provide an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Invite parents/carers and children the opportunity to spend time in Reception Class before starting school.
- Arrange, where possible and if they wish, visits by the teacher to all children in their home setting prior to their starting school.
- Talk to parents/carers before their child starts school at our open days and induction meetings.
- Provide a handbook of information about commencing Reception at Welton.
- We signpost families to the school website for information and record stories by the EYFS team to share with your child.
- We send home our very own Transition story written by the EYFS Lead about our Orang-utan 'Oscar goes to school'
- We offer Headteacher, EYFS Lead and teacher calls and zooms to answer any questions or queries that might be worrying families.
- Arrange, where possible, Pre-school transition visits. Where the EYFS Lead will attend your child's pre-school to visit your child and get to know them in an environment your child knows and is settled at. During this time the EYFS Lead will have time to speak to your child's key worker and learn about their development and interests.
- We have a close link with 'Welton Green Door' on the school site. The EYFS Lead works hard with transition from this pre-school and in Summer 2 attends the pre-school every week for a short period of time to join in and lead activities with the children. The children in Summer 2 are also able to attend one afternoon a week for a short period of time in the Reception classroom to join in with activities and get to know the staff.

#### Assessment:

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. We upload 'wow' moments onto your child's Tapestry journal, where we create observations to support our assessments.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 early Learning goals as Emerging or Expected.

Parents receive an annual written report at the end of the school year that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. This is also a useful source of information for year 1 teachers.

#### [Health and Safety and Safeguarding](#)

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the School's safeguarding policy.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly.

**For anymore information regarding safeguarding and your child's wellbeing and development at Welton Primary School, please see under the 'About Us', 'Policies' Tab on the school website.**