

WINSFORD HIGH STREET COMMUNITY  
PRIMARY AND NURSERY SCHOOL

EYFS POLICY

DATE ADOPTED	AUTUMN 2014
LAST REVIEWED	AUTUMN 2023
AUTHOR/OWNER	EYFS BASE TEAM
REVIEW CYCLE	ANNUAL
NEXT REVIEW DATE	AUTUMN 2023

## Our Mission Statement

**WORKING TOGETHER TO ACHIEVE  
W- WELCOMING H-HAPPY S-SAFE**

### The purpose of the Early Years Foundation Stage Policy

The Early Years Foundation Stage Policy at Winsford High Street Community Primary School reflects the value and importance of early year's education within and beyond the Early Years Foundation Stage. It states our intent, explains the teaching and learning undertaken, and gives guidance on planning, monitoring and assessment procedures. The policy forms part of the school's approach to raise and maintain high standards and ensures that our youngest children's needs are considered and addressed. This policy is based on requirements set out in the [Statutory Framework for Early Years published July 2023](#).

### The principles of the Early Years Foundation Stage at Winsford High Street Community Primary School

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The four guiding principles for our practice as set out in the EYFS Statutory Framework 2023 are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

### The Intent of our EYFS at Winsford High Street

Our Early Years Provision at Winsford High Street Community Primary School is driven by the needs of our pupils who join us from varied starting points and with varied life experiences. We strive to ensure that by the end of the Early Years Foundation Stage the children at Winsford High Street will be happy, confident, resilient, independent learners who embody the characteristics of effective learning to allow them to transition smoothly into Year One. Our Early Years Foundation Stage allows children to actively ask questions, build on their natural curiosity, develop problem-solving abilities and broaden their purposeful knowledge and skills. At Winsford High Street we strongly believe that the Early Years Foundation Stage is crucial to children's later learning and therefore strive to give them the very best start to their education.

### Implementation of the EYFS

- We meet the welfare requirements laid down in the EYFS Statutory Framework 2023. We actively safeguard and promote the welfare of all of our children.
- We plan to develop learning across the prime and specific areas of the Statutory Framework for the Early Years Foundation Stage.
- We carefully plan sequences of activities that provide meaningful learning experiences, developing each child's characteristics of effective learning. These are based around an overarching theme in line with the school curriculum, whilst also appealing to our children's interests.
- We provide high quality interactions with adults that demonstrate and impact on the progress of all children.
- Staff use high quality questioning and interactions to check understanding, address misconceptions and to facilitate next steps in learning.
- Staff act as role models to the children for children to develop their own speaking and listening skills.
- Accurate assessment is used, through small group work and observations recorded on Learning Book. These are used to inform the next steps of learning and meet individual needs. Judgements are continually moderated as a team.
- We develop an engaging environment that is set up so that children can access all areas of learning both inside and outside of the classroom.
- We provide challenges for child-initiated activities that enhance children's learning and impact on progress.
- Children are immersed in a language rich environment.
- Weekly home learning opportunities allowing parents to build on their child's school experiences, at home are provided.

- We respond to the needs and interests of the children through mini-topics and enhancements to the learning environment.
- Educational visits are organised to provide rich, first-hand experiences to all children.
- Specific targeted interventions are used to support those in need of additional support including the use of WELLCOMM for speech and language development.
- We aim to work collaboratively with parents. We provide regular parent workshops related to the specific areas of learning of Maths and Literacy. Parent contributions to Learning Book and WOW cards are encouraged and celebrated.
- All children benefit from outdoor learning sessions to support all areas of the EYFS curriculum, risk taking and the promotion of mental health and well-being.
- Literacy is planned using 'Pathways to Write'. Literacy opportunities are also promoted in all areas of our continuous provision where applicable. Our Literacy planning is heavily story based with texts chosen for their level of challenge and quality language. The use of age appropriate stories allows us to create 'hook' lessons which further promote our children's enjoyment, willingness and pleasure for reading.
- Phonics is taught daily using 'Read Write Ink'. Children are grouped in fluid groups to meet their current needs and provide a necessary level of challenge.
- Maths is taught based on an approach to develop mathematical reasoning and fluency designed to give children a secure foundation of mathematical concepts ready for their transition into Year 1. Our maths curriculum has been developed following work with the Cheshire and Wirral Maths Hub.
- Development matters is used as a guide for planning and assessment alongside the Early Learning Goals.
- Assessment judgements are made from accumulative observations and in-depth knowledge of the children through one to one and small group tasks. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.
- "The curriculum is designed well, including in the early years." OFSTED Report February 2023

### **Impact of our EYFS**

- As a result of our EYFS curriculum the children of Winsford High Street are motivated to learn, confident and resilient.
- The children acquire knowledge about the wider world and gain first hand experiences to create memories and make links with previous learning and as a basis for future learning.
- The children make good progress over their time in our EYFS from often low starting points. Many children enter our Nursery and Reception classes with significant speech and language difficulties. Children make rapid progress with their language difficulties with the support of WELLCOMM and speech interventions.
- "Children make a strong start to their education in the Nursery and Reception classes. They receive a high level of care. This helps to develop their confidence and independence. Children develop their early literacy, numeracy, and social skills through well-planned activities. Children in the early years learn and achieve well." OFSTED February 2023

### **Inclusion Statement**

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys;
- Ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Gifted and talented children;
- Any children who are at risk of disaffection or exclusion.

*"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."*

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- providing children with the opportunity to be involved in the planning of the curriculum.
- 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 to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for more able children;
- monitoring children’s progress and taking action to provide support as necessary. This involves speech and language therapy and the implementation of provision maps for some of our children.
- Supporting children whose home language is not English to encourage them to develop a good standard of English language whilst taking reasonable steps to provide children with opportunities to develop and use their home language in their play and learning.

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Policy)

### **Welfare**

“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.” Statutory Framework for the EYFS 2023.

At Winsford High Street Community Primary School we understand that we are legally required to comply with the welfare requirements as stated in the Statutory EYFS Framework 2023.

### **Positive Relationships (*Parents/Carers as Partners*)**

At Winsford High Street Community Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there **is a strong partnership between practitioners and parents and/or carers.**

We recognise that parents are children’s first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the teachers offer to visit children in their home setting prior to their starting nursery and endeavour to visit each child in their pre-school setting prior to starting in Reception class;
- the children have the opportunity to spend time with their teacher before starting school during ‘Stay and Play’ sessions;
- inviting all parents to an induction meeting during the term before their child starts school;
- ensuring parents/carers are informed about the curriculum and school life through ‘Meet and Greet’ presentations during the Autumn term, weekly newsletters, curriculum outlines, termly opportunities to talk about their child’s progress in our reception class, on-line Learning Journey available to parents (Tapestry) and allowing free access to the children’s ‘Learning Journey’ booklets in school;
- there is a formal meeting for parents twice in the school year at which the teacher and the parent discuss the child’s progress in private. Parents receive a summary of learning 3 times a year and are

provided with information on their child's attainment at the end of Reception following the Statutory Framework guidance.

- providing parents with guidance on how to contribute to their children's online 'Learning Journey'
- Class Dojo to share positive behaviour and attitudes with parents.
- encouraging parents to talk to the child's teacher if there are any concerns.
- Boom Reader – a two way electronic reading log for teachers and parents to comment on children's reading.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistants.

We have good links with our pre-school settings. Regular visits are undertaken by the EYFS team. The EYFS team meets with staff to discuss new intake children. Staff and children from preschool are invited to school events (Sports days, Christmas productions etc.).

### **Learning and Development**

At Winsford High Street Community Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected. We ensure that children who are working above the national expectation are suitably challenged and those working below the national expectation are supported to achieve their maximum potential.

### **Areas of Learning**

There are seven areas of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language
- physical development;
- personal, social and emotional development.

Four specific areas, through which the three prime areas are strengthened and applied are:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

As stated in the EYFS Statutory Framework 2023 the three characteristics of effective teaching and learning are:

### **Playing and exploring**

"children investigate and experience things, and 'have a go'"

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

### **Active Learning**

"children concentrate and keep on trying if they encounter difficulties, and enjoy achievements"

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

### **Creating and Thinking Critically**

"Children have and develop their own ideas, make links between ideas, and develop strategies for doing things."

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

## **Assessment**

"Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence." EYFS Statutory Framework 2023.

At High Street we use our observations of the children during adult and child-initiated activities to develop our in depth knowledge of each child. Staff use their knowledge of each child to make their professional judgements on children's learning and development and to plan for next steps.

### **Foundation Stage 1 Assessment**

A baseline of where the children are on entry to nursery will be made using the non-statutory Development Matters. Children's progress will then be monitored termly using ongoing observations of children's learning and development and recorded on INSIGHT to identify children who are on track. Support will be put into place for children identified as not on track.

As the children move from FS1 to FS2 a progress summary will be shared with parents and the Reception staff. The non-statutory Development Matters will be used to guide judgements on learning and development.

### **Foundation Stage 2 Assessment**

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out in the Statutory Framework for the EYFS 2023.

"The ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Multiple sources of written or photographic evidence are not required, and teachers should not record unnecessary evidence."

On entry to Reception a baseline assessment based on the non-statutory Development Matters. Children's progress will then be monitored termly using ongoing observations of children's learning and development. Judgements will be recorded on INSIGHT. The Statutory Baseline will also be carried out within the first 6 weeks of the children starting in Reception.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child. The Profile will provide parents and carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

Each child's level of development is assessed against the early learning goals and will indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

A copy of this profile will be given to Year 1 teachers and shared with parents/carers in line with the statutory requirement set out in the EYFS Statutory Framework 2023. Parents/carers will be offered the opportunity to discuss their child's profile.

### **Monitoring and review**

It is the responsibility of the EYFS team to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This Governor will discuss EYFS practice with the practitioners regularly at Base Team Meetings and will provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and Senior Leadership Team will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

**David Stott: Chair of Governors**  
**Autumn 2023**