



EYFS

RESPONSIBLE DIRECTOR
Assistant Headteacher / EYFS Lead

RATIFIED BY TRUST
September 2022

REVIEW DATE
September 2024

Our Vision

The Knowledge Schools Trust provides our pupils with a rigorous and extensive knowledge-rich education, alongside a deep and lasting respect for the values of a modern and diverse world. Our vision and ethos are driven by a common desire to overcome inequality of opportunity.

Our Values

Our Core Values are woven into the fabric of our school routines.

For our Primary Schools our values are to be:

- Kind
- Inclusive
- Scholarly
- Inspired
- Resilient

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. The Wixams Tree Primary Early Years Foundation Stage accommodates children from the age of 3 to 5. At Wixams Tree we have a 48 place Pre-school, which offers 15 hours of Government funded pre-school education. There are 3 experienced 'key worker' staff who are responsible for the welfare of the pre-school pupils.

We have 3 reception classes with 30 children in each class. To ensure best practice we have two adults, one teacher and one teaching assistant attached to each reception class. In addition to this we have support staff who also work within the classes and provide extra support and intervention where needed.

Intent

Philosophy/Rationale

In the Early Years at Wixams Tree Primary School, we believe that every pupil is unique. We ensure all children have the opportunity to develop and learn in a safe

and nurturing environment where play and learning is combined. Through practical learning experiences, we strive to equip children with a love of learning and a natural curiosity. We are committed to giving our pupils the best possible start to their school life, teaching valuable skills that ensure their wellbeing now and success in the future.

Aims

Our intent is to:

- Establish an environment that is nurturing, bright and exciting and one that is full of interesting and challenging activities in which play and learning can take place.
- Deliver a curriculum based on entitlement for all, that considers each child's existing knowledge and experiences, and where the children can engage in first-hand experiences.
- Give children opportunities to practise, revise and extend knowledge and skills in a consistent and stable environment.
- Enable children to develop characteristics of effective learning, which will enable them to become independent, resourceful and resilient learners now and throughout their education.
- Celebrate and support children's achievements, interests and needs.

Implementation

In order to implement our intent, we have:

- A curriculum which is broad and balanced, and which builds on the knowledge, understanding and skills of all pupils, from individual starting points.
- An Early Years curriculum based on the EYFS Curriculum 2020 Early Learning Goals and objectives, pupil interest, termly topic themes and enrichment opportunities.
- Meaningful learning experiences, developing each pupil's characteristics of learning.
- High quality interactions with adults that demonstrate and impact on the progress of all pupils.
- Assessment of learning and pupil progress is achieved through everyday observations and practical activities. Observations and

assessments are used to inform the next steps of learning and meet individual needs.

- Developed an effective and engaging environment that is set up so that pupils can access all areas of learning both inside and outside.
- Home learning opportunities that allow children to build on their school experiences at home.
- Daily phonics teaching and continuous provision opportunities where phonics activities are available for children to consolidate and extend phonic skills and knowledge.
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum.
- An Early Years lead who monitors teaching and learning to improve standards and outcomes.
- A curriculum that meets the needs of all pupils.

Impact

Through implementing the above:

- Children’s progress is at least good from their varied starting points.
- Evidence of children’s achievements are recorded in Learning Journeys.
- Class teachers make formative and summative assessments which inform in the
- moment or future planning and ensure that all pupils build on their current knowledge and skills at a good pace.
- Judgements are moderated both in school and externally with local schools.
- Children are ready to transition from the Early Years curriculum to the National Curriculum in Year 1.
- Children demonstrate curiosity, independence, resilience and other characteristics of effective learning, including the 5Rs for learning – responsibility, resilience, reflectiveness, resourcefulness and reciprocity.

Curriculum, Teaching and Learning

The pre-school and reception year follow the Early Years Foundation Stage (EYFS) curriculum.

Areas of Learning:

The EYFS is made up of three **prime areas** of learning:

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

There are four **specific areas** of learning:

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

The EYFS is based upon four principles:

- **A Unique Child:** every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships:** children learn to be strong and independent through strong relationships.
- **Enabling Environments:** 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/carers.
- **Learning and Development:** children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

At Wixams Tree Primary we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning.
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those who need additional support.

- Work in partnership with parents and where needed outside agencies.
- Plan challenging learning experiences for all our children, based on the individual needs of the child.
- Provide opportunities for our children to engage in adult led learning and self initiated learning.
- Provide a secure and safe learning environment indoors and outdoors.
- Plan an exciting and challenging curriculum based on our observations of children’s needs, interests and stages of development across the seven areas of learning.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. (Please refer to the school’s ‘Special Needs Policy’ for greater detail). The needs of children with English as an additional language will be met through planning and support.

Assessment, Recording and Reporting

- Assessments are made in line with the EYFS curriculum.
- Daily practice includes observations of children’s development and progress.
- Discussions are held with all adults in EYFS about individual children’s development and next steps.
- Significant observations of children’s’ achievements are recorded in their learning journeys which are shared with parents.
- An end of year report is provided to all parents/carers on their child’s development against the seven areas of learning.
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning.

Transitions

At Wixams Tree Primary we recognise that starting school and moving up to a new class has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible. All children starting in our Pre-school and Reception year have the opportunity to meet their teacher or key worker with their parent or carer. This gives parents, children and key workers time to ask questions and

share information about starting Pre-school. In addition to this all the children have a stay and play session in the Pre-school to get familiar with their new surroundings.

Where possible, children coming from different settings to join our Reception year group are visited by their new class teacher and their progress and development shared by their current key worker. Reception children begin school on a part-time basis initially to ensure that all children settle into their new surroundings with the benefit of providing a higher level of support due to the staggered starting school arrangements.

In the summer term all our Reception children visit their new Year 1 teachers on several occasions prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well-rounded picture of the children prior to starting the new school year.

Parents as Partners in the wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. To support this, we:

- Are available to speak with parents and carers on an informal basis at the beginning and end of the school day, making appointments to meet to discuss any issues in depth.
- Ask parents and carers to contribute to their child's individual profile with observations from home.
- Invite parents to 'stay and play' sessions.
- Hold formal consultations 2 times a year, with a written report for Nursery and Reception children in the summer term.
- Invite parents and carers to various events.
- Communicate EYFS news through the whole school weekly newsletter, curriculum maps and the school's website.
- Send a home-learning information sheet which details the theme for EYFS learning and suggests activities which can be done at home or visits which parents/carers might like to engage in.
- At different times of the year we welcome volunteers to read a story, do some cooking or help us in some way to deliver a learning theme to our children. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

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 Academy'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.



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