



**Wedmore First School Academy**

**Wedmore First School Academy and Nursery EYFS Policy**

This policy applies to Wedmore First School Academy. It will be reviewed by the Local Governing Body annually or as necessary to reflect changes in the School's strategy, or UK/EU law and any changes will be brought to the attention of all staff.

Signature:

Date: 26/9/2024

A handwritten signature in black ink that reads 'S. Kent'.

Name: Shelley Kent

Position: Headteacher

Signature:

Date: 26/9/2024

A handwritten signature in blue ink that reads 'K. Boulnios'.

Name: Keith Boulnios

Position: Chair of the Local Governing Body

Date ratified by Local Governing Body: 26/9/24

Review Date: September 2025



## **Wedmore First School Academy and Nursery EYFS Policy**

**“The first 5 years have so much to do with how the next 80 turn out” - Bill Gates**

Early childhood is the foundation on which children build the rest of their lives. At Wedmore First School we greatly value the important and crucial role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development both academically and most importantly for life.

### **Our Aims**

This policy aims to ensure:

- That we provide a safe, challenging, stimulating, caring environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- That there is quality and consistency in teaching and learning so that every child makes good progress, and the majority of children achieve above national average. Every child is valued, and their individual needs are assessed and used to inform next steps.
- That we provide opportunities for children to learn through, planned and purposeful play in all areas of learning and development. These opportunities enable choice and decision-making and foster independence and self-confidence.
- Develop strong partnerships and relationships with parents and carers which enable children to be happy learners and develop a sense of community.
- Every child is included and supported through equal opportunities and inclusive practice.

### **Legislation**

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS). The framework covers the education and care of all children in early years provision from 0-5years, including children with special educational needs and disabilities (SEND).

### **Structure of the EYFS**

At Wedmore we are pleased to provide EYFS provision through our nursery class (Duck) and our reception class (Robin). In Duck class we have children from 2 years to 4 years old, and in Robin we have children during their reception year.

## Curriculum

Our Early Years classes follow the curriculum as outlined in the 2024 statutory framework of the EYFS. 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

Weaving throughout the EYFS curriculum are the 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. (Statutory Framework for EYFS 2024)

## **Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively progressing from 2-5 year old initially focusing on the prime areas. Practitioners also take into account the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff link with relevant services from other agencies, where appropriate, and put appropriate strategies in place. Throughout the Foundation Stage, the curriculum is organised to enable children of all abilities to participate in a range of carefully planned adult led, adult supported and child initiated activities. These take place every day in both the indoor and outdoor areas. The classroom and outdoor area in EYFS is set up in a way for children to carry out meaningful experiences to support their learning. Children are encouraged to seek resources to support them to be independent learners. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## 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. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for future learning needs.

## **The environment**

We aim to create attractive, welcoming and stimulating learning environments which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make our environments places where children feel safe, secure and confident, as well as being challenged in developing their independence. Activities are planned for both the inside and outside; children have the freedom to move between the different areas throughout the school day.

## **Assessment**

Ongoing assessment is an integral part of the learning and development processes. Staff observe and interact with 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. During the year that a child turns 2, a 2 year old check will take place to assess the child's current development related to their age. When the children start reception the Reception Baseline Assessment (RBA) is administered by staff within the first 6 weeks. 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 carers. The results of the profile are shared with parents and carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority by the end of June.

## **Parents as Partners**

We recognise that parents are children's first and most constant educators and we value the contribution they make. We recognise that children learn and develop well when there is a strong partnership between staff and parents and carers. Parents and carers are kept up to date with their child's progress and development, sharing key steps in their learning through a variety of communication outlets. The progress check and EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## **Safeguarding and welfare**

Our safeguarding and welfare procedures are outlined in the safeguarding policy