



Wood Fold Primary School Early Years Policy

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'I promise you that every day your child will learn something new. Some days they will bring it home in their hands, some days they will bring it home in their heads and some days they will bring it home in their hearts'. Valerie Welk

1. Aims

At Wood Fold Primary School, we adhere to the statutory guidance stated in **The Statutory Framework for the Early Years Foundation Stage September 2021**, and the four guiding principles that shape the practice in Early Years settings.

These include:

Unique child – We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.

Positive Relationships – We recognise that children learn to be strong, secure and independent through positive 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, parents and carers.

Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with SEND.

2. Curriculum

According to the 'Good Practice in Early Education' Research Report, January 2017, good practice in relation to curriculum planning includes approaches that are:

- Tailored to individual needs.
- Capitalised on children's interests in order to achieve learning outcomes.
- Flexible and responsive so that plans could be changed or adapted to follow the interests of the children and respond to external events.
- Informed by on-going assessment; grounded in the Early Years Foundation Stage (EYFS) framework.

The Characteristics of Effective 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. These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The EYFS framework includes seven areas of learning and development. These are split into two sections, prime and specific.

Prime Areas:

Personal, Social and Emotional Development

- Self-regulation
- Managing Self
- Building Relationships

Communication and Language

- Listening and Attention and Understanding
- Speaking

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Specific Areas:

The following four areas include essential skills and knowledge for children to participate successfully in society: It is crucial for children to develop a life-long love of reading.

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics:

- Number
- Numerical patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

At Wood Fold (Reception) we have incorporated this into the specific subjects of Science, Geography and History. In Nursery the children are taught about the world they live in through exploration and investigation, which the children express curiosity or interest in.

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

At Wood Fold (Reception) this is taught as Art and Design and Technology. In Nursery the children are encouraged to explore and express their creativity in all areas of the environment.

3. Continuous Provision

At Wood Fold, we aim to ensure:

- * A clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EY curriculum.
- * An environment that facilitates independence, curiosity and hands on play-based learning.
- * Continuous Provision enables children to explore recent learning, practice new skills and follow their own interests.
- * Staff enhance Continuous Provision through careful intervention.
- * Carefully chosen and organised high-quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- * Clearly labelled resources for children to access independently.

4. Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development.

Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space for most of the day. Children are able to access indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS.

When planning for outdoor learning we will be carefully considering:

- Children wearing suitable clothing, including waterproofs that the school provides.
- Free flow arrangements so children are encouraged to follow their own interests.
- Extending the learning in the classroom – so that all curriculum areas are covered.
- Health and wellbeing (PD, PSED) understanding nature and growing opportunities.
- Opportunities for all.

All children have opportunities to explore the outdoor learning environment each day. They have the same opportunities to access the curriculum outdoors and indoors. Focused teaching occurs outdoors and indoors and children have opportunities to interact with all members of staff. The school forest is accessed weekly by both Nursery and Reception classes.

5. Phonics

Within Nursery the children access Letters and Sounds Phase 1. This is taught in key person groups and by the end of Nursery all children will have been exposed to each aspect of Phase 1 in preparation for their Sounds Write journey in Reception.

Sounds Write – This phonics programme is introduced at the start of Reception. All children are taught phonics each day and progress through the initial code, embedding their phonic knowledge throughout the year. Sounds Write is continued into Year 1 with the Extended code and this is an important stage of our transition, ensuring the children continue through the programme.

6. Welfare 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 EYFS Statutory Guidance (2024)

- Children enjoy daily fruit AM and a light snack PM - they are encouraged to drink water throughout the day
- Free school lunch is available to children
- Risk assessments are carried out when children go on a school visit in line with our Educational Visits Policy
- Transition is carefully planned for the children from Nursery to Reception and Reception to Year 1

7. Transition

From Nursery – Reception

Our aim is to ensure children have a smooth transition from Nursery to Reception.

Important induction information is shared with families, and staff find out about the needs and interests of the children that will help them to settle well in to our Reception class.

In Summer 2 the children have numerous transition sessions across the half term, enabling them to get to know the staff and children from other nurseries who will be starting Reception with them. They have one session where they will also stay for lunch to give them a taster of the flow of a morning in Reception.

Reception – Year 1

We work extremely hard to prepare our children for Year 1. This is promoted throughout the Reception year, where the children access formal learning which enables them to have a full understanding of the expectations when in a classroom, sitting at tables and accessing their learning. Handwriting lessons are taught daily, alongside Maths and English inputs. By Summer 2 there is less free flow and individual choice of activities. The activities are still very practical and play based and will be adjusted to the needs and interests of the children.

8. Assessment

For every child starting Reception, our practitioners will complete a baseline assessment in their first couple of weeks of school.

At the end of Reception, we use the Early Learning Goals (ELGs) to judge whether a child has achieved their Early Learning Goal in all 7 areas of learning.

Each child in Nursery is also assessed within the first couple of weeks attending, to ensure staff have a baseline to work from.

At the end of Nursery all information is shared with Reception staff through a thorough transition meeting where each child is discussed in depth, in relation to their learning and their individual needs.

9. Tapestry

Tapestry is the online learning journal that captures the children's learning experiences through photographs and videos. It allows learning that takes place at home to be shared with parents, and is used as a way of showing a broader picture of a child's development. This is used in both Nursery and Reception.

Aim

- To gather information that informs our understanding of a child's development and next steps.
- To ensure that our children have equal access to a broad and balanced curriculum.
- To develop children's awareness of the learning process and to involve them in and be part of their own self-assessment.
- To involve all significant people in a child's life.
- To monitor the development and progress of every child.
- To assist in the monitoring, evaluation and planning of the curriculum.
- To share information with staff, parents/carers and other agencies.
- To produce written information that will be forwarded to the child's Reception and Year 1 teacher.

10. Organisation of activities

Child led: The classroom and outdoor area in both Nursery and Reception 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. This may be through using the displays in the classroom such as phonic sounds or selecting their own resources such as Numicon to support their number development. Adults in the room interact with children during these child led moments to extend and develop their learning.

Adult led: These activities cover a range of the curriculum subjects throughout the day. During the morning, English and maths focus activities take place both indoors and outdoors. These activities lead on from the whole class input and support this teaching. In the afternoon the adult led activities are planned from all the different areas of the curriculum.

IMPACT

11. At the end of EYFS

The national expectation is for children to achieve the Early Learning Goal in all areas of their learning. However, every child is unique. Some will exceed this expectation, while others may still be working towards it.

Our aim is for all children to progress to their full potential (and at least make good progress from their relative starting points).

Useful documents linking to this policy include:

- Statutory Framework for the Early Years Foundation Stage September 2024.
- Reception and Nursery half termly Context for Learning (CFL).
- Home School Agreement.
- Reception and Nursery Long Term Plans. (LTP)
- Induction Pack for new parents to Nursery and Reception.