

Early Years Foundation Stage Policy

Signed by:

Chair of Governors

Date:

Committee with oversight for this policy	Full Governing Board
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1. Early Years Foundation Stage

At Woodlands Academy we are committed to providing a high quality Early Year's education which gives children a secure and confident start to their school life and nurtures a lifelong love of learning.

We are fully committed to the purpose and aims of the Early Years Foundation Stage (EYFS) Statutory Framework outlined in the revised documentation (2017) that states:

“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.”

The Early Years Foundation Stage (EYFS) covers the development of children from birth to the end of their Reception Year. It provides quality and consistency, a secure foundation through learning, partnership between practitioners and parents and equality of opportunity.

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

EYFS principles

The EYFS has four guiding principles:

- ☺ **The unique child** - Every child is a competent learner from birth, who can be resilient, capable, confident and self-assured.
- ☺ **Positive relationships** - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- ☺ **Enabling environments** The environment plays a key role in supporting and extending children's development and learning.
- ☺ **Learning and development** Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Learning and development requirements

There are seven areas of learning, three prime areas and four specific areas. These consist of development matters age related months statements and the early learning goals. All areas of learning are important and interconnected. Three areas are particularly important for initiating children's curiosity and enthusiasm for learning and for building relationships.

Prime Areas

- ☺ Personal, social and emotional development
- ☺ Communication and language
- ☺ Physical development

Children are also supported in the other four specific areas, through which the prime areas are strengthened and applied.

Specific Areas

- ☺ Literacy
- ☺ Mathematics
- ☺ Understanding the world
- ☺ Expressive arts and design

The EYFS recognises that early childhood is an important stage of life and has its own particular needs. It acknowledges the many valuable skills children have developed and the important role parents play in this. Children learn best through play and from first-hand experience. The learning is inter-related to help children achieve their full potential. As the EYFS covers learning in both the Nursery and Reception years, it is important that continuity is maintained and a child's experiences and learning are developed. Nursery and Reception staff aim to provide a curriculum which recognises the wide range of abilities within each year and they select experiences to develop all children's abilities. As the children start Nursery, the practitioners will focus initially on the three prime areas of learning, developing the children and making them secure in these skills. This will then shift to a more equal focus on all areas of learning as the children grow in confidence and ability within the three prime areas.

2. Aims

All children begin school with a variety of experiences and learning. It is the privilege of the Early Years practitioners to build upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/carers, and teachers work effectively together to support children's learning and development. Teachers use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

Woodlands Academy aims to:

- ☺ Create a welcoming, secure and stimulating environment in which the children have the opportunity to become independent and autonomous learners.
- ☺ Consider various aspects of the child's development and provide opportunities for their social, emotional, physical, intellectual and aesthetic growth in a safe, enjoyable and non-threatening environment.
- ☺ Provide a broad, balanced, relevant and creative curriculum that offers opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- ☺ Foster good relationships with parents and carers, where they feel valued and are able to actively contribute to and participate in school life.
- ☺ Enrich the overall development of each child encouraging them to be confident, independent and to initiate their own learning.
- ☺ Focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs.
- ☺ Promote and celebrate achievement across all areas of the EYFS curriculum.

3. The Four EYFS Principles

3.1 A Unique Child

At Woodlands Academy we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by the feedback they receive from others. We therefore use praise, encouragement and rewards, as well as celebrating achievement with things such as Star of the Week, to encourage children to develop a positive attitude to learning. The 'key person' for every child is their own class teacher.

3.1.1 Inclusion

We value the diversity of individuals within the school and do not discriminate against anyone. All children and their families are treated fairly regardless of race, religion or abilities. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children 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 to learn effectively.
- ☺ Providing a safe and supportive learning environment in which the contribution of all children is valued.
- ☺ Using resources that reflect diversity and are free from discrimination and stereotyping.
- ☺ Monitoring children's progress and taking action to provide support and challenge as necessary.
- ☺ Encouraging respect for all members of the school community.
- ☺ Teaching children about a variety of cultures, faiths and festivals and encouraging them to share their own experiences with adults and peers.

Bilingual Children

We value children's home languages. The needs of bilingual children are considered during planning. Appropriate strategies are adopted in the classroom and additional learning groups are established to facilitate children's progress in English. If a child does not speak English, practitioners will work together with parents / carers to explore the child's skills in their home language to establish whether there is a cause for concern about language delay.

Special Educational Needs (SEN)

The early identification of children with special educational needs (SEN) is important and procedures listed in the SEN code of practice are followed throughout the school. The Early Years staff liaise with parents/carers, the SEN coordinator (SENCO), health teams (such as Health Visitors and Speech Therapists), Social Care and the Educational Psychology Service in order to meet the needs of individuals.

Disability Equality Scheme

The school's planning takes into account the needs of individuals in accordance with the school's Disability Equality Policy. We provide appropriate support to children with a range of disabilities to ensure all children have access to the full range of activities.

We encourage parents and carers to disclose any need or disability that their child has, which may require adjustments to be made, as early as possible. This enables arrangements to be put in place to meet the child's needs, ideally before the child enters school.

3.1.2 Welfare and Safeguarding

The Early Years Foundation Stage Framework (2017) states:

“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. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.”

It is paramount 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. Children sign the Woodlands Academy promises at the beginning of the year to agree to follow the school's rules. 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.

At Woodlands Academy we comply with legal welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage (2017).

We:

- ☺ Take the necessary steps to safeguard and promote the welfare of children.
- ☺ Promote the good health of the children, take necessary steps to prevent the spread of infection and take appropriate action if they are ill at school.
- ☺ Manage children's behaviour effectively and in a manner appropriate for their stage of development and particular individual needs.
- ☺ Ensure that adults looking after children, or having unsupervised access to them, are suitable to do so and have appropriate qualifications, training, skills and knowledge.
- ☺ Organise staffing arrangements to ensure safety and to meet the needs of the children.

- ☺ Ensure outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose.
- ☺ Plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Some of the ways we achieve these requirements are listed below.
- ☺ All adults who work with our children receive the appropriate level of Criminal Records Bureau (CRB) check and as part of the induction process discuss with the teacher the need for confidentiality at all times.
- ☺ All staff employed by the school undertakes regular Child Protection training and are expected to follow the school guidance when following up a cause for concern.
- ☺ Staffing is organised to ensure the safety of the children with appropriate ratios throughout the EYFS.
- ☺ All staff are trained to the level appropriate to their responsibility.
- ☺ Two practitioners in EYFS are trained in Paediatric First Aid and there is a trained First Aider in the welfare room. Procedures are in place to ensure parents/carers are informed of accidents involving their child.
- ☺ Procedures are in place to ensure the security of children and the safe release of children into the care of the parent/carer or an identified adult.
- ☺ Routines are in place to support children's growing understanding of personal hygiene.
- ☺ Children's behaviour is managed effectively through the use of a whole school system, which is adapted to the stage and development of individual needs.
- ☺ Risk assessments are undertaken and reviewed regularly for all key areas and before we embark on any school outings.
- ☺ Premises, furniture and equipment is regularly checked, repaired and washed etc as required.

Toileting

At Woodlands Academy we manage any toileting 'mishaps' discreetly, calmly and sensitively. Our support staff are responsible for changing children when they are wet or soiled. For safeguarding reasons, staff who help with intimate care should make sure another member of staff is aware they are going to change a child and is in the vicinity and visible or audible. A signed record is kept of all intimate and personal care tasks.

Children are changed in the toilet area by Reception or in the toilet area in the Nursery. Staff members are provided with rubber gloves and hand wash for their protection and all soiled wipes are double wrapped and placed in a covered bin. All Soiled and wet clothing is sent home and parents are informed if children have had an accident.

For children who are experiencing regular toileting issues, it may be necessary for a care plan to be put in place. This is completed with the support of parents and where possible appropriate, other professionals.

Allergies

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A record of this is kept online and all adults involved are informed.

Medical Needs

We keep a note of any medical needs, allergies, children who need inhalers, anti-histamine and epi-pens in the first aid boxes so everyone is aware of individual needs. Parents/carers also complete a care plan on entry to school or when the need arises during the year.

We strive to protect the physical and psychological wellbeing of all children (also see the school safeguarding policy).

3.2 Positive Relationships

At Woodlands Academy we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families.

3.2.1 Parents as Partners

Parents and carers are the children's first educators and we are committed to working in close partnership with them in order to enable each child to achieve his/her potential. We highly value the contribution that parents and carers make and seek to maintain an effective partnership between home and school by:

- ☺ Ensuring parents and carers are kept well informed about the curriculum, class, and school life.
- ☺ Encouraging parents to talk to the child's teacher if they have any questions or concerns. There is a formal meeting for parents each term at which information is shared regarding the child's progress and achievements. Ideas are also given on how parents and carers can support the next stages of learning. Parents receive a written report on their child's attainment and progress at the end of each school year.
- ☺ Allowing parents free access to their children's Learning Journey and profiles.
- ☺ Encouraging parents/carers of children to add observations, wow cards, work and photographs relating to their child's achievements in their Learning Journey.
- ☺ Offering a range of activities throughout the year that encourage collaboration between children, parents/carers and teachers e.g. open mornings, parent workshops, curriculum evenings, soft start sessions and family picnic.
- ☺ Welcoming parents and carers into the classroom to support and enrich the learning opportunities provided. In order to gain the most from this support, we aim to give helpers clear instructions and desired learning outcomes where appropriate.
- ☺ Demonstrating that we value linguistic diversity and provide opportunities for children to develop and use their home language in play and learning. Multi-lingual signs are displayed around the classroom and parents/carers are invited to come and read stories in their home language.

The first parent's evening takes place during the Autumn Term. These parent conferences provide opportunities for teachers to build upon information already provided by parents. Subsequent parent's evenings are arranged each term. A written report is provided at the end of the school year for parents. If a teacher has any causes for concern with a child's development and progress in any of the areas of learning they will discuss it with the child's parents/ carers as to how they can work together to support them.

3.2.2 Induction

We ensure that parents and carers are provided with detailed information prior to entry enabling them to feel confident about the transition process. During the Summer Term prior to entry, an introductory meeting is held at Woodlands. Parents/carers and children are introduced to their new teacher and given a briefing to make the start of school easier. The families are given a pack that includes important information for the start of school e.g. routines, attendance requirements, emergency contact forms etc.

Nursery Admission and Induction

The Nursery admits children annually into part-time education (15 hours a week). All parents need to complete and return a form of application, which is sent from the school office.

If the number of applications exceeds that stipulated by the LEA, the school selects the entrants according to certain criteria detailed by LEA. When admitted to the Nursery, children are allocated to either the morning or afternoon session using criteria which includes the number of children per group, special needs, gender, ethnic origin and age, as well as parental preference.

The Nursery holds an open day during the summer term. This gives the parents and children an opportunity to come and familiarise themselves with the setting and the staff.

The staff also visit children in their homes in the September before they start school. The children enter Nursery in small groups to allow them to become familiar with their new environment and for the Nursery practitioners to get to know them better. These groups gradually get bigger over the first few weeks and within one month from starting all of the children are in school. In the child's first few days at school, parents 'stay and play' for the first hour with their child to settle them and then leave if their child is content. If a child is finding it hard to settle the parent and nursery teacher would work together to help individuals settle at their own rate.

Reception Admission and Induction

The school admits children annually into full-time education. All parents need to complete and return a form of application, which is sent from the school office. If the number of applications exceeds that stipulated by the LEA, the authority selects the entrants according to certain criteria detailed in their booklet.

The Reception holds an open day at the end of the summer term. This gives the parents an opportunity to come and familiarise themselves with the setting and the staff. The staff will also visit children who are new to the school in their own homes and new

children will start Reception first in small groups so they can familiarise themselves with their surroundings and teachers.

Parents are encouraged to come and settle their child in the classroom over the first week or two. If a child is finding it hard to settle parents have the option of bringing them in for a half day for a short period or taking them home for lunch.

3.3 Enabling Environments

At Woodlands we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, stages of development and learning needs, before planning challenging but achievable activities and experiences to extend the children's learning.

3.3.1 The Learning Environment

The EYFS learning environment is organised to allow children to explore and learn securely and safely. The environment is set up in learning areas, where children are able to easily find and locate clearly labelled equipment and resources they need. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Activities are planned for both the inside and outside with children having the freedom to move between the indoor and outdoor classroom throughout the school day. The learning environment is divided into a variety of different areas including role play, book corner, writing area, numeracy area, listening centre, computer area, art and craft area, sand, water, physical activity, construction, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment.

We ensure that the physical layout of the classroom remains constant to encourage familiarity and independence, although we appreciate the need for flexibility in order to challenge and stimulate.

Reception and Nursery aged children share the learning environment indoors and outside. This has a positive effect on the children's development enabling each child to access learning at their own developmental stage. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active. In the Foundation Stage we aim to provide a wide range of physical resources to extend the children's learning in this prime area of learning.

The Reception children also use the outside learning area to play at lunchtime.

3.3.2 Continuity of experience

Resources are shared between the Nursery and Reception aged children so that the children are familiar with their use and can build on previous experiences. This practice is important because children are at different stages of development and maturity.

The EYFS team plan together for both Nursery and Reception aged children following the same curriculum.

They also assess using a whole school tracking system. This ensures continuity of learning and assessment throughout the EYFS and into Key Stage 1.

3.3.3 Observation, Assessment and Planning

Observation and Assessment

Ongoing observation and assessment is an integral part of the learning and development process. Assessment and record keeping, informed by careful observations, enables staff to plan a curriculum that will meet the needs of individuals and ensure effective continuity and progression.

We use the EYFS development matters statements to assess the children in the EYFS. They help staff plot the individual progress of each child as they grow and develop. As the child progresses through the EYFS, the staff make judgements based on their observations of the child in all seven areas of learning.

Assessment in the EYFS involves the teacher and other adults as appropriate and takes the form of observation and group assessments. The observations are recorded using 2build a Profile software on the iPads. These profiles are printed each term to share with the parents and kept in a file for future reference. Group assessments are filed in the teacher's class assessment folder. Each child has their own detailed Foundation Stage Profile tracking sheet which is filled in termly showing their progress. Each child also has a Learning Journey scrap book in which they put any work that they are proud of to help build a picture of the child's development.

Staff ensure that they:

- ☺ Make systematic observations and assessments of each child's achievements, interests and learning styles.
- ☺ Use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.
- ☺ Match their observations to the expectations of the EYFS curriculum.

Baseline and EYFS Profile

When the children start Nursery baseline assessments take place mainly focusing on the three prime areas of learning, however the specific areas are also taught through these. These activities include how they have settled, fine and gross motor development and language and communication skills.

When the children start Reception baseline assessments take place, which establish their individual personal and social, language, letters and sounds, key word and mathematical knowledge. These are revisited termly and used to inform the on-going process of monitoring children's progress.

In addition to these monitoring procedures, there is a statutory requirement to complete the Early Years Foundation Stage Profile (EYFSP) at the end of Reception. The Profile is made up of age related development matters statements and the Early Learning Goals and is updated termly. Judgements for this are informed by the observations and assessments that are completed throughout the term, as well as teacher knowledge of the child. The results of EYFSP are submitted to the Local Authority who then generate a school profile comparing Woodlands to the average results across the Authority and National.

Observations and assessments are built into the planning process.

Planning

Successful planning involves clear perceptions about the objectives of the EYFS curriculum and how different activities can contribute towards their achievement. Curriculum planning should be related to:

- ☺ The children's stage of development.
- ☺ Individual needs, including their preferred learning style and location.
- ☺ Assessment and progression

The Early Years Foundation Stage Framework (2012) states the three characteristics of effective teaching and learning. We practise these within our Early Years setting. These are:

- ☺ 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.

All EYFS staff meet at the beginning of each half term in order to consider overall themes and progression. The team also consider aims and objectives (in light of children's development). The EYFS team send out a Curriculum map at the beginning of

each term to parents. This identifies what topics and areas of development the children will be learning that term. These are adapted for the children in the two year groups, due to ability.

The planning within the EYFS is based around children's individual needs and interests. Through careful planning we aim to:

- ☺ Provide a carefully structured curriculum, building on and extending children's knowledge, experiences, interests and skills.
- ☺ Provide a wide range of well planned, purposeful, challenging activities that utilise the children's interests and previous knowledge.
- ☺ Support and develop children's involvement and concentration in order for them to learn effectively.
- ☺ Present activities in many ways and use a range of teaching strategies.
- ☺ Develop the children's self-esteem and confidence in their ability to learn.
- ☺ Provide a safe and secure learning environment, where each child is valued and where racial, religious and gender stereotypes are challenged.
- ☺ Monitor children's progress, identifying areas of concern and take action to provide support. Children with identified Special Educational Needs have an Individual Education Plan which focuses on specific targets and strategies to support their development.
- ☺ Give opportunities for self-assessment and reflection.

Planning is seen as a continuous process. Learning intentions are identified and supporting experiences and activities are planned. Adults observe children's responses to these activities and use this knowledge to promote and extend learning. There is a continuous cycle involving observation, assessment and planning.

The planning process

There are three stages of planning, namely;

1. A curriculum overview and long term curriculum plan, which is developed by the entire EYFS team to ensure continuity, progression and coverage.
2. Medium term plan, which focuses on each area of learning and development. This identifies broad learning intentions for all seven areas of learning and suggested activities to support learning and development.
3. Short term plan (weekly plan), shows specific learning intentions, supporting activities and daily organisation. It identifies in more detail differentiation and assessment and opportunities for observation, this then feeds back into future planning needs. The teachers may alter these in response to the needs (achievements and interests) of the children or external influences. It involves all members of the EYFS team to ensure a continuity of expectation and understanding of the individual stages of a child's learning.

3.4 Learning and Development

At Woodlands 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 interconnected.

Some of the features that define effective teaching and learning in the EYFS are the:

- ☺ Partnerships between teachers and parents/carers that allow our children to feel secure at school and develop a sense of well-being and achievement.
- ☺ Understanding that teachers have knowledge of how children develop and learn, and how this affects their teaching.
- ☺ Range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk.
- ☺ Provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- ☺ Encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- ☺ Support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- ☺ Identification of the progress and future learning needs of children through observations, which are shared with parents.

Adults will support and extend children's learning by asking questions and stimulating the children's natural curiosity. Every opportunity is taken to support children's learning through meaningful contexts including play.

3.4.1 Teaching and Learning Styles

The teaching will incorporate a range of learning styles including: visual, auditory and kinaesthetic to ensure all children make progress. Children will often work collaboratively with their peers, either in mixed or same ability partners or groups.

3.4.2 Play and exploration

Play underpins the delivery of the Early Years Foundation stage curriculum. The EYFS curriculum (2012) states:

“Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise 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 explore their feelings and responses to different scenarios.

The children are involved with both group and individual play, some initiated by adults, some by the children. They learn through being active learners working with a wide range of resources. Through play children will develop intellectually, creatively, physically, socially and emotionally. It gives children the opportunity to take risks and make mistakes.

Well-planned play, both indoors and outdoors, provides key opportunities for young children to learn with enjoyment and challenge. We recognise the importance of adult support within a secure environment in the role of effective play. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Effective play opportunities involve:

- ☺ Planning and resourcing a challenging environment
- ☺ Supporting children's learning through planned play activity
- ☺ Extending and supporting children's spontaneous play
- ☺ Extending and developing children's language and communication in their play

3.4.3 Active learning

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 satisfaction as they take ownership of their learning.

3.4.4 Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning. 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.

None of these areas can be delivered in isolation from the others. The prime areas are of equal importance and when the children are confident in these, the secure areas are taught through the prime areas. All seven areas depend on each other to support a

rounded approach to the development of each child. All areas are delivered through a balance of adult led and child-initiated activities. The experiences that our children have often enable them to develop a number of competencies, skills and concepts across several areas of learning.

4. Staffing and Organisation

The Nursery and Reception age children learn together as an EYFS unit with an child ratio of 1:13; two teachers, one Higher Level Teaching Assistant and two Nursery Nurses. The staff work as a team and meet formally at least once a week in order to plan effective provision, prepare resources and review assessments.

At Woodlands we engage in ongoing professional development and dialogue to improve our teaching skills, knowledge and understanding. All practitioners are encouraged to participate in local authority courses.

Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues.

5. Roles and Responsibilities

Head Teacher:

- ☺ Ensure that issues involving the EYFS are included in the School Development Plan
- ☺ Disseminate appropriate Borough documentation to the EYFS co-ordinator.
- ☺ Overall supervision of the admission procedures
- ☺ Ensure sufficient funding is available to support the maintenance and development of resources.

Early Years Foundation Stage Co-ordinator:

- ☺ Monitor the quality and the variety of provision.
- ☺ Communicate with the Senior Leadership Team.
- ☺ Ensure that Early Years' considerations are addressed in school policies.
- ☺ Ensure resources are appropriately allocated and hold responsibility for the EYFS budget.
- ☺ Ensure all staff are aware of the EYFS policy and induction procedures.
- ☺ Attend local authority courses for Early Years co-ordinators.
- ☺ Identify staff training needs.
- ☺ Monitor planning, observation, assessment and practice within the EYFS.

Early Years Foundation Stage teachers:

- ☺ Plan and provide an appropriate curriculum.

- ☺ Work with nursery nurses and teaching assistants.
- ☺ Maintain a secure, stimulating, creative and supportive/challenging learning environment.
- ☺ Work with the SENCO to ensure children with special needs and/or early stages of English language are identified.
- ☺ Work with other agencies to provide the best support for all children.
- ☺ Complete observation, assessment and progress records and reports for each child.
- ☺ Establish and maintain a positive relationship with parents and carers.
- ☺ Monitor and record progress of those children with special educational and welfare needs and document appropriately.
- ☺ Communicate with parents on children's progress through regular discussion, including parent consultations.

Nursery Nurses:

- ☺ Provide an appropriate curriculum.
- ☺ Work with the class teacher
- ☺ Maintain a secure, stimulating, creative and supportive/challenging learning environment.
- ☺ Work with the SENCO to ensure children with special needs and/or early stages of English language are identified.
- ☺ Work with other agencies to provide the best support for all children.
- ☺ Complete observation and assessments for the children.
- ☺ Monitor and record progress of those children with special educational and welfare needs and document appropriately.
- ☺ Establish and maintain a positive relationship with parents and carers.

Administrative staff:

- ☺ Liaise with the head teacher, co-ordinator, reception and nursery staff regarding admissions and other issues that may arise.
- ☺ Assist parents in accessing the appropriate admission arrangements via the Local Authority.

School Meals Supervisory Assistants (SMSAs):

- ☺ Liaise with the co-ordinator, reception and nursery staff regarding admissions and other issues that may arise.
- ☺ Be aware of the specific needs of young children and create a caring and secure environment.
- ☺ Liaise with reception staff daily with regard to lunchtime behaviour.
- ☺ Liaise with the reception staff by writing observations of children where necessary.
- ☺ Be vigilant about the health and safety of the reception children

6. Monitoring and review

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

The EYFS co-ordinator monitors planning, observations and assessment and looks at samples of Learning Journeys in EYFS termly. The outcomes are fed back to the SLT and individual teachers. Standards of teaching and learning are monitored as part of the whole school monitoring programme.