



Faith is all around us.

We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

Sowing seeds of knowledge and faith, with nurture and love

You are a **Child of God**  
 You are wonderfully made,  
 dearly loved, and precious  
 in His sight.  
 - Psalm 139

# Wistow Parochial Primary School

Headteacher: Carla Cox

## Early Years Foundation Stage Policy

Document Status		
Date of Next Review	May 2026	Responsibility – Full Governing Body
Date of Policy Creation	March 2015	Responsible Governor Name
Date of Review and Ratification at FGB Meeting	May 2025	Allen Blake
<b>Policy Publication/Communication</b> <input checked="" type="checkbox"/> Shared staff network drive <input checked="" type="checkbox"/> Updates to staff in staff meetings		<i>Signed off by the above named Governor during the full governing body meeting held on the date stated as ratified.</i>

### Our Aims

At Wistow Parochial Primary school we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS guidance (Early Years Foundation Stage), ***‘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.’***

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

## Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents/carers and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Split children at the start of the school year into small groups so they can foster relationships with key members of staff within the classroom.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.
- Ensure that the general ethos will encourage the young children to explore, experiment, take risks, make and learn from mistakes and engage in purposeful play.

## Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven 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 are the **prime** areas:

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

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

The **specific** areas are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

The EYFS curriculum is delivered through a series of topic based approaches, which are developed through regular themes and the children's interests, to encompass all areas of the curriculum. Ongoing observation and assessment of the children informs our short term weekly/daily planning.

Initially we will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. As the year progresses there is a more equal focus on all areas of learning, as they grow in confidence and ability within the three prime areas.

The curriculum is delivered using a play-based approach as outlined by the EYFS:

***'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'***

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further developing the characteristics of effective learning. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to free-flow between inside and out.

Children have whole group and small group times which increase as they progress through the EYFS.

### **Observation and Assessment**

Observations include focus group activities, informal observations in provision areas and learning stories. All Foundation Stage children have an online individual learning profile (Tapestry) to record learning and progression throughout the EYFS. This offers all parent/carers easy access to their child's learning profiles, which they can also add to and show their child's learning at home. All adults who come into contact with the children should and will contribute to his/her assessment progress. Parents will also be asked to contribute their knowledge of their child's strengths, skill, interest and difficulties, through using the Tapestry app or bringing in items for the Shine Bright board that are celebrated on a regular basis and displayed for everyone to see.

We continually review children's learning, documenting as we go using the Tapestry programme and assess them against the 7 areas of learning. As part of our daily practice, we record all types of learning and can identify at what stage the children are working at. All staff are trained to use this programme and have a part to play in monitoring and assessing children as they interact and observe.

Each term we make a summative assessment of where each child is at and this data is then collated into a report on Tapestry and shared as part of pupil progress meetings with the SLT and other staff. The group sheets are used throughout the year to give an overall view of progress across each area of learning, and identify any areas for development, thus informing future planning and provision.

The records collected throughout the year are used as the basis for reporting to parents/carers and informing the staff for the following year.

### **Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and drink and following set procedures when children become ill or have an accident.

### **Inclusion**

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

### **Parents/carers as Partners and the Wider context**

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. We will always gain parental permission before doing this.

We draw on our links with the community to enrich children's experiences by taking them on outings/inviting members of the community into our setting.

Parents/carers are a child's first and most important educators and they are made to feel welcome, valued and encouraged to contribute to their child's education.

We do this through:

- Encouraging parents to take a look around the school and ask any questions prior to applying for a place at the school.
- Inviting the children and their parents to visit for specific special events such as Easter Egg Hunts, Sports Day, before their start date.
- Until Easter, encouraging parents/carers to come into the reception class with their child each morning, and allowing time to discuss any issues and sharing achievements. After Easter, or sooner if the children are ready, children will line up in the main school playground with the other classes. The parents are still able to talk to the Reception team.
- Parents/carers of children entering Reception are invited to the Easter Egg hunt in Spring term before they start school, which is a great opportunity to talk to staff and get to know them in a fun, relaxed atmosphere.
- Inviting children in reception to stay for a school lunch before they start full time.
- Organising a Parent and teacher RWI (Read write Inc) / Tapestry meeting during the first half term in reception to discuss how they can help their child at home.
- Arranging activities and events throughout the year to encourage collaboration between child, school and parents/carers, e.g. fundraising events, Christmas celebrations, memory boxes, talk time. As well as ensuring we have regular correspondence and communication with home.
- We encourage parents/carers to share their child's progress, achievements and home life through the use of the secure online profile Tapestry. This allows regular opportunities for communication.
- Parent/carers meetings are also arranged during the Autumn and Spring Terms.
- Parents/carers receive a written report on their child's attainment and progress at the end of EYFS2. It is based on their child's development against each of the Early Learning Goals and the characteristics of their learning. Following receipt of the report parents are given the opportunity to discuss these judgements with the teacher in preparation for Year 1.

## **Transitions**

Wistow Parochial Primary School will try to provide the best possible transition for every child as we can. We try to ensure of possible attendees by requesting known parents to indicate if they will be placing us as their first choice. This is to enable us to include their child in as many activities prior to the start of their time in school. Please note that both parents and schools are informed of the child's school place in April each year.

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including other nurseries and childminders.

Once places have been allocated in the Summer Term we arrange various longer sessions for the children to attend including a half day and a full day with lunch. All children are encouraged to attend and parents are encouraged to leave their child for the full session. However if this is not appropriate for the child's needs other arrangements can be made.

Throughout the year other events are arranged and pre-schoolers are invited to join KS1. Such events will include:

Nativity Performance

Easter Egg Hunt

Teddy Bears Picnic

Sports Day

In September, the first week of school for the new intake of children will depend on the number starting school. It may be staggered over 4/5 days or may be just mornings on that week. Individual arrangements can be made if either the teacher or parent/carer do not feel that full time schooling is appropriate.

## **Transition to KS1**

In July the Year 1 teacher meets with the Reception staff to discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. The children also make visits to their new classroom to become familiar. This enables the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

At Wistow, as we are a small school who work collaboratively as a team and all staff are known to the children, as teaching staff and assistants are fluid and often work in different classes, which supports the transition process.