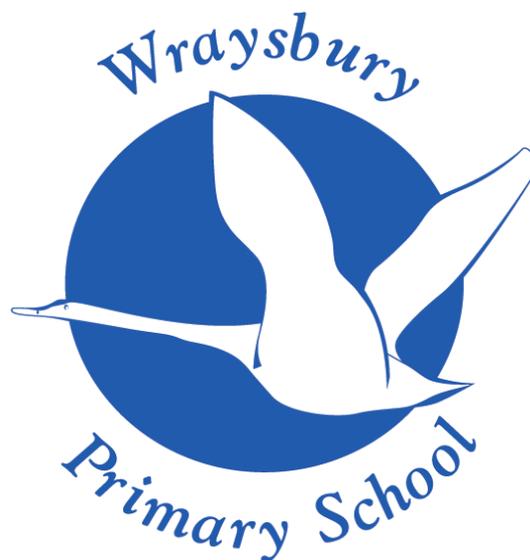


Early Years Foundation Stage Policy



Welley Road
Wraysbury, Staines

Produced by:

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Early Years Foundation Stage Policy

At Wraysbury Primary School our main aim is to provide a safe and secure environment, enabling our children to become confident and independent learners.

The Unique Child

As a school we are very conscious that children learn at different rates and at different times so feel it is paramount that they are valued as individuals. We believe very strongly that each child's needs should be met by understanding and embracing all the children's individual life experiences. EVERY child deserves the best possible start to their school life, regardless of their race, gender, religion, ability, ethnicity or linguistic background. With this mind, in the EYFS, we plan for the individual child.

Positive Relationships

At Wraysbury:

- All the practitioners develop caring, respectful and professional relationships with the children, taking into account any support an individual child may need. This starts in the summer term before the children begin school. They visit the school on several occasions and the practitioners visit them in their nurseries. This also enables us to liaise directly with the children's key workers regarding their individual needs.
- The class teacher acts as the 'key person' for all the children in the class, supported by the teaching assistants. The children whom we feel need extra support, whether it is intellectually or emotionally, are monitored by the whole EYFS Team.
- All practitioners endeavour to build up a strong relationship with parents/carers as we recognise the role they have in a child's learning and emotional development. Throughout the year we hold a range of events e.g. assemblies, parents' meetings, stay and play and afternoon tea to which all parents are invited. We also have an 'open door' policy at drop-off which enables parents/practitioners to liaise about any concerns or achievements. For working parents the use of a communication book is encouraged.

Enabling Environments

At Wraysbury we believe very strongly that the environment plays a huge role in the children's learning and that all provision should be based on observations and assessment. Therefore, as the needs of the children change over time so does the environment, ensuring that all 'next steps' can be met.

With this in mind, the provision is reviewed half-termly based on our 'gap analysis'. However, enhancements are added daily/weekly depending on our daily observations of the children.

The children have access to the outdoor classroom at all times.

Health and Safety

We encourage the children to take risks and monitor their own safety by discussing any hazards with them. By giving the children these choices we are equipping them for life in the future.

See risk assessments

Learning and Development

Young children learn best through self-chosen play opportunities where they are motivated and enthused. At Wraysbury we recognise this and, therefore, a large majority of teaching takes place in the children's self-initiated play. As practitioners we play with the children, modelling and scaffolding any learning opportunities, ensuring progress is made. Each week the practitioners focus on certain children and ensure that individual next steps are addressed. These interactions are noted down and put into the child's learning journey. Any 'wow moments' for any child are also noted down. The class teacher will monitor these and ensure that new next steps are provided if appropriate. The next steps are based on 'Development Matters'

All seven areas of the curriculum are valued equally.

The three prime areas:

Personal, Social and Emotional Development

Communication and Language

Physical Development

The four specific areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

The way children learn is also monitored, ensuring that children are effective learners. This is assessed half-termly (using the characteristic of effective learning) so that we can review our provision and next steps for each child.

The children will take their learning journeys home every half-term so that parents can see their progress and make any comments. Parents are also asked to fill out a 'wow card' for their child if they see any significant learning at home.

At the end of the Reception year, each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile. This is shared with the parents in a written report.

ECAT

At Wraysbury we are strong believers that if a child has difficulties with his/her speech and language, then this will affect other areas of the curriculum. Therefore, we closely observe the children's speech and language and assess them against the ECAT monitoring sheet. If we feel a child may be at risk we either target the area of concern through his/her individual next steps or put them in an intervention group.