

Early Years Foundation Stage (EYFS) Policy



Early Years Foundation Stage Policy

Name of Policy	Early Years Foundation Stage (EYFS) Policy
Reviewed by	Alexandria Rowland - Assistant Head Lower Junior School
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School aims

Strategic Objectives

Stepping in: We aim for every girl to feel known, supported, confident and able to shine at Wimbledon High School

Stepping out: We aim for girl to leave us prepared to shape the society in which she lives and works

We do this across the school by

Encouraging resilience, independence and kindness

Nurturing curiosity and a sense of wonder

Promoting excellent teaching and learning

Running a broad, inspiring co-curricular programme

Introduction

At Wimbledon High School we recognise that early childhood is precious and every girl deserves a happy and positive start in life to achieve their potential. We greatly value the importance the EYFS plays in laying the secure foundations for learning and development upon which the girls can then build the rest of their lives.

EYFS applies to children from birth to the end of the Reception year. At Wimbledon High School, girls are admitted to Reception in the September following their fourth birthday.

Aims in Reception

- To give each girl a happy, positive and fun start to their school life and foster a deep love of learning;
- To ensure the girls physical, social, emotional and spiritual needs are cared for;
- To provide a safe, exciting and stimulating environment, both indoors and outdoors which encourages the girls to be curious, ask questions and want to learn;
- To offer each girl a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To offer a structure for learning that has a variety of starting points and unlimited opportunity for development;
- To encourage the girls to develop independence within a happy, secure and friendly atmosphere;
- To support the girls in building relationships through the development of social skills such as cooperation, collaboration and sharing;
- To help each girl recognise their own strengths and achievements through experiencing success and failure,
- To develop their resilience, perseverance and confidence when working towards personal goals;
- To form an excellent relationship with parents and carers so that we can work in partnership to support the girls development;

EYFS Themes

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Wimbledon High School we recognise that every girl has the potential to be a competent learner who can be resilient, capable, confident and self-assured. We know that children

develop in individual ways and at varying rates. Their attitudes and dispositions to learning are influenced by feedback from others; so we use praise and encouragement, as well as celebration and rewards linked to our This is Me Characteristics, to encourage the girls to develop a positive attitude to learning. This is alongside developing intrinsic motivation and curiosity.

Inclusion

All girls at Wimbledon High are treated fairly, regardless of race, gender, religion or ability. The girls are set realistic and challenging goals and given every opportunity to achieve their personal best. By the end of Reception we expect that most pupils will have met or exceeded the Early Learning Goals.

We do this through:

- Planning a rich and stimulating curriculum which builds upon and extends the girls knowledge, experience and interests, and develops their self-esteem and confidence;
- Using a wide range of teaching strategies based on the girls learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of the all the girls, including those with special educational and physical disabilities;
- Planning challenging activities for girls whose ability and understanding are in advance of their language and communication skills;
- Working closely with parents and monitoring each girl's progress;

Positive Relationships

The Reception Teaching staff are dedicated to building positive relationships with all the girls. They are kind, enthusiastic, interested and take time to listen. At Wimbledon High School we recognise that parents and carers are the girls first and most enduring educators and value highly the contribution they make. Therefore, we try hard to develop a close relationship to ensure that we work together to care for and educate their daughters.

We do this by;

- Inviting the girls to join our "5-steps to Reception" events prior to starting (these include a mini-engineers morning at WHS, mini explorers on Wimbledon Common, mini Olympics at Nursery Road, mini nature lovers afternoon at WHS as well as our whole school move up day);

- Asking the girls to complete an 'All about me' booklet before starting school and make a 'treasure box' to share with their new friends and teachers within their first few weeks;
- Inviting the parents/carers to attend an induction meeting in the term before their child starts school. This is also an opportunity for the parents to meet the class teacher and assistant;
- Providing a handbook of information about Wimbledon High School;
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if the teachers have concerns about a girl, they will approach parents and carers to discuss them;
- Keeping the parents informed about the curriculum through curriculum evenings (literacy and maths), Firefly Updates and a weekly newsletter via School Post;
- Inviting the parents/carers to a Welcome meeting in early September. Teachers discuss school routines, expectations, outline the curriculum and answer any questions parents/carers may have.
- Holding termly coffee mornings to discuss pastoral and academic events happening that term;
- Holding parent consultation meetings early in the academic year and in the Spring term. Firstly, to establish how their daughter is settling into the school environment and then to report on their academic progress and personal, social and emotional development;
- Providing a written report at the end of the academic year which reports on all areas of learning and their attainment against each of the Early Learning Goals;
- Written contact through their daughter's reading record as well as on Tapestry;
- Inviting parents/carers to a range of activities throughout the school year such as trips, Open House sharing afternoons, celebrations of different festivals, the Nativity and sports day;
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning;
- Encouraging specific collaboration between child, school and parents through Tapestry.

Enabling Environments

At Wimbledon High School we recognise that the environment plays a key role in supporting and extending the children's development. It is important that the girls feel confident, secure and challenged. They have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision to provide learning opportunities in all areas of the curriculum. There are specific areas where the girls can be active, creative, quiet and investigate. Being outdoors offers opportunities for doing things in different ways and on a different scale to indoors. They can explore and be more physically active and exuberant.

Play-based learning is paramount and the girls have opportunities to direct their own learning with planned opportunities provided by the teachers.

The learning environment, both indoors and outdoors, encourages a positive attitude to learning and reflects the needs of the curriculum, their interests and their abilities. We use a

range of materials and equipment that provide a wealth of learning opportunities and supports the physical, emotional and social development of the girls. They are encouraged to access resources, move around the learning environment freely and make their own selection of the activities on offer, as we believe that this encourages curiosity and independent learning.

Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that shape the educational provision in Early Years settings. All areas of learning and development are important and inter-connected and enable the girls to develop competency and skills across a number of areas. They require a balance of adult led and child initiated activities in order for most girls to reach the levels required at the end of EYFS. The balance across the year shifts in order to prepare pupils for the transition to Year 1.

Three prime areas are particularly crucial for igniting girls' curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. They transcend cultural differences and reflect the beginnings of child development.

The three prime areas are:

- Personal, Social and Emotional Development (Self-Regulation, Managing Self and Building Relationships)
- Communication and Language (Listening, Attention and Understanding and Speaking)
- Physical Development (Gross Motor Skills and Fine Motor Skills)

Teachers also support the girls in four specific areas,

The four specific areas are:

- Literacy (Comprehension, Word Reading and Writing)
- Mathematics (Number and Numerical Patterns)
- Understanding the world (Past and Present, People, Culture and Communities and The Natural World)
- Expressive Arts and Design (Being Imaginative and Expressive and Creating with Materials)

The girl's development levels are continually assessed. As the girls grow in confidence and ability within the three prime areas the balance of teaching shifts towards a more equal focus on all areas of learning. If a girl's progress in any of the prime and specific areas gives cause for concern, the teachers will discuss this with the child's parents/carers and agree how to support their daughter. They also participate in a daily letters, sounds, topic and mathematics

lessons and are taught by specialist teachers in Spanish, swimming, games, gym, singing, drama and music.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - girls have opportunities to investigate, experience things and 'have a go'. Through play, they explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other girls as well as on their own. They communicate with others as they investigate and solve problems.
- Active learning - girls are given time and space to concentrate, keep on trying and enjoy their achievements. It allows them to develop their confidence, make decisions and take ownership of their learning.
- Creating and thinking critically - we encourage and support the girls to develop their own ideas and develop strategies for doing things. A teacher's support in this process enhances their ability to think critically and ask questions.

Planning

Long term planning

The Early Learning Goals provide the basis for planning throughout the Foundation Stage.

Medium term planning

Creative learning journeys are used as a way to ignite and maintain their interest and imagination. The learning journeys are:

Autumn term- This is Me!

Spring term- Once Upon a World...

Summer term- Roarsome Reception

Weekly planning

Teachers plan in more detail on a weekly basis using notes, observations and interactions with the girls to inform next steps for learning and the direction the learning journey should take. Planned activities include a maths and writing focus, individual and group reading sessions and activities are that specifically linked to the WHS Adventum Curriculum and the prime and

specific areas of learning. The Early Years staff plan as a team, all have an important input to ensure that the girls learning needs are considered fully.

Observations, Assessment and Profiles

Observations

The Reception Teachers use observations as the basis for planning. Teachers are skilled at observing children to identify their learning styles, achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded and photographs are taken to create a detailed picture of each girl. This information is stored on Tapestry, an online learning profile.

Assessment

During the first term in Reception, the teacher assesses the ability of each girl using both Tapestry and Baseline tests. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual girls and groups of girls. Throughout the year the girl's level of development is tracked against the development matters points. This information ensures that future planning reflects identified needs. In June a final assessment is made against each ELG as emerging or expected and this information is communicated to parents/carers in the end of year report and also to the Year 1 teachers. Tracking grids are completed and updated each term. This information feeds into a whole school assessment and tracking process. The Local authority do not ask for our results.

Profiles

- Formal observations and photographic evidence are recorded on Tapestry. Each girl has their own profile of "Wimbledon High WOW Moments". Assessments can be made and progress tracked. Parents will also have access to Tapestry and can contribute to their girl's learning journey.

Teaching and learning

- At Wimbledon High School good practice in teaching and learning starts in Reception. The more general features that relate to the Foundation Stage are:
- The partnership between teachers and parents/carers and other settings that helps our girls to feel secure at school, and to develop a sense of well-being and achievement;
- The understanding that teachers have of how girls develop and learn, and how this must be reflected in their teaching;
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the girl's play, talk or other means of communication;

- The carefully planned curriculum that helps the girls achieve the Early Learning Goals by the end of the Foundation Stage;
- The provision for girls to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- The encouragement for the girls to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- The identification, through observations, of the girl's progress and future learning needs, which are regularly shared with parents;
- The good relationships between our school and the other educational settings in which the girls have been learning before joining our school;
- The regular identification of training needs for all adults working within the Foundation Stage.

Transition

- From Nursery to Reception Starting school can be an exciting, but sometimes difficult time for young children; we therefore plan this time carefully. To ensure a smooth transition we ensure:

Parents of all girls starting in the next academic year are invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the routines in Reception. This is also an opportunity for staff to gather important information from the parent's first hand that is specific to their daughter.

The girls are invited to spend a morning in their new class. Parents can leave their daughter during this session. This means that before they join their new class the Reception environment is already a familiar place to them.

- When the girls join the school in September, the younger girls begin first in a group of 6. 6 more are welcomed each day depending on age and over a period of a week the group builds up to a full class by the end of the week. Each girl is welcomed to attend the full school day from their start date.
- The girls in Reception are immediately integrated fully within the life of the school. They attend all assemblies, share the dining hall and playtimes with Key Stage 1 girls and are familiar with many of the teaching and support staff. They meet with their new teacher in the summer term, spend time in their new classrooms on a weekly basis and spend a morning in their new class.

Key Person/Staff

Each girl will be allocated a Key Person, who is the child's class teacher:

Overseeing both classes - Mrs Alexandria Rowland (Assistant Head Lower Junior School)

All children will be both in sight and/or hearing of the EYFS staff at all times.

Our Head of Juniors at Wimbledon High and is the DSL with responsibility for EYFS.

Safeguarding, Welfare, Health & Safety

- At Wimbledon High School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021: to provide a setting that is welcoming, safe and stimulating where children can grow in confidence; promote good health; manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs; ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so; ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for; maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.
- Keeping Safe - It is important to us that all the girls in the school are 'safe'. We aim to educate them on boundaries and rules and to help them understand why they exist. We provide the girls with choices, encourage them to take risks and highlight the importance of keeping themselves safe by recognising hazardous situations. All large equipment is checked by our site staff and fire alarms are held regularly in line with the whole school policy and equipment is checked.
- DSL - Head of Junior School, is the DSL with responsibility for EYFS. The whole school Safeguarding Policy, GDST Safeguarding Procedures and KCSIE apply to the EYFS.
- Accidents/Injury - All accidents are logged via CPOMS and we communicate with parents to explain any injury and the course of action taken. We also protect the physical and psychological well-being of all the girls. (See Safeguarding Policy). Any serious accidents will be reported to the local child protection agency.
- A first aid box is accessible at all times and it is maintained with appropriate content for use with children. During pastoral meetings, an EYFS specific check is logged via CPOMS to check for reoccurring accidents or injuries and first aid treatment.
- Healthy Snacks & Food - All the girls are provided with a healthy snack at break time as well as being given the choice of milk. They have access to water at all times and are provided with a nutritious lunch. Staff monitor lunch with the girls and model good eating habits. EYFS staff are not involved in preparing and handling food; mid-morning snacks and lunch are prepared and handled by the school catering team.
- Mobile Devices - Staff do not use their mobile phones or personal devices in the classroom. Photographs are taken using a school camera and iPad as evidence to support observations for the girl's profiles. Photographs may also be used in class

displays and on the schools website. Permission from parents is always sought, prior to the girls joining the school. (See mobile phone policy and GDST safeguarding procedure).

- Collection Arrangements- At the start of school year parents complete a form to say who will normally collect their daughter, and provide photos. If change in normal arrangements, teacher notified in advance in writing e.g. email / note in reading record. Staff double check and don't release pupils unless sure. (Checks made with senior staff if necessary).
- Administration of Medicine - We require written permission in order to administer medicine. This will be recorded and the medicine given by a first aider. Training is provided to any staff member for administration which requires medical or technical knowledge. Prescription medicines must not be administered unless prescribed by a doctor, dentist, nurse or pharmacist (and medicines containing aspirin must be prescribed by a doctor).
- Staff Medication - EYFS staff are required to seek medical advice if they are taking medication which may affect their ability to care for children and notify the Lower Junior School Assistant Head accordingly.
- Storage of Staff Medication - All staff medication must be securely always stored in the designated lockable cupboard located in the Junior School office.
- Paediatric First Aid (PFA) - PFA training is undertaken by all members of the EYFS and Apple Pips (wraparound care) team and there is always at least one member of PFA trained staff on site.
- EYFS emergency phone – a small bag contains the EYFS emergency phone (to call for help in exceptional circumstances), staff are to take the phone to the EYFS playground whilst on duty.

Physical Intervention

- Physical intervention is only used to avert immediate danger of personal injury. Any occasion on which physical intervention is used must be recorded and parents informed on the same day or as soon as possible.

Supervision

- Weekly meetings with of the EYFS team take place with the Assistant Head Lower Junior School during which time is set aside to identify matters to be picked up in one-to-one supervision sessions. EYFS staff are provided with regular opportunities to discuss ideas and identify solutions to issues they may be experiencing. One to one meetings with the Assistant Head Lower Junior School give staff (including Teaching Assistants) the opportunity to request coaching to improve their professional effectiveness. The frequency of meetings is determined according to the needs of the families and the staff supporting them. This is addition to regulator staff appraisals and other opportunities for staff training.

Monitoring and Review

- It is the responsibility of those working in Reception to follow the principles stated in this policy. The Head teacher, Deputy Headteacher and Assistant Head Lower Junior School will monitor the EYFS and this policy will be reviewed on an annual basis.