

Vision

“Everyone at Westbourne is committed to working together to give children the academic and life skills they will need to be successful. We believe this can only be achieved through working in partnership with parents and the local community. We are committed to working with parents and carers, welcome their involvement and look for their support in ensuring good attendance, behaviour and hard work from the children.” From the School Vision Statement

Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

(Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012)

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Westbourne Primary School children are admitted to Nursery as soon after their third birthday as is practicable and to Reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Westbourne Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims & Objectives

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Westbourne Primary School, we aim to:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Enable each child through encouragement and high expectations, to develop to the full socially, physically, intellectually and emotionally.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress to meet and exceed the national age related expectations.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.
- Provide an immersive learning environment replicating first hand experiences of the world

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.
- It acknowledges that children learn best through well-planned, play-based experiences

The Learning Environment

The Foundation Stage classroom is organised to allow children to gain independence whilst exploring and learning securely and safely. There are specific areas where the children can be active, be quiet and creative.

The immersive learning environment is highly stimulating and provides opportunities for pupils to develop crucial communication and language skills.

At Westbourne we capitalise on using the environment as a vehicle to promote learning. We replicate real life experiences and events providing practical, first hand experiences to simulate aspects of the world.

In line with the Early Years' Curriculum, children have access to both inside and outside provision. This has a positive effect on the children's development. The Foundation Stage has its own outdoor areas which include a garden space. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

Teaching and Learning Styles

The features of effective teaching and learning in our school are defined in our policy on teaching, learning and feedback.

They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children 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 children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children 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 children's progress and future learning needs, which are regularly shared with parents;
- the links between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

Learning through play

Learning through play is an important part of early years' classrooms. We believe that children learn best from activities and experiences that interest and inspire them. Using predictable or emerging interests as a starting point we provide children with stimulating, active play experiences in which they can explore and develop their learning to help make sense of the world. They are able to practice skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated activities through observing, modelling, facilitating and extending play. Getting the balance right between child initiated play and adult led activities is important to us.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition. Transition needs to be as smooth as possible for each child so that they settle into their new class quickly and happily.

See Appendix 2 for more detail.

Safeguarding & Welfare

'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.'

(Statutory Framework for EYFS 2014)

At Westbourne Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- 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
- To 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 children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why these exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Westbourne's Safeguarding Policy).

Children have access to water at all times.

Personal care

We expect all pupils to start Nursery by being toilet trained. However, we will support any child who has not yet achieved this. Depending on a child's age and stage of development, they may need some support, for example dressing and changing underwear following a toilet accident. A hygiene room is available to provide privacy during these occasions.

Monitoring and Review

It is the responsibility of those working in Foundation Stage to follow the principles stated in this policy. The senior leadership team will carry out monitoring on EYFS provision as part of the whole school monitoring schedule. The SIP GB Committee monitors progress through regular standards reports which include specific information about EYFS.

Associated documents

Health and Safety Policy

Teaching, learning and feedback Policy

Safeguarding Policy

E-safety Policy

Statutory Framework for EYFS 2014

EYFS Profile 2012

This policy will be reviewed every 3 years

SIP Committee 11th February 2016

Appendix 1: EYFS Curriculum

Curriculum:

The Early Years Foundation Stage is based on four themes:

A Unique Child
Positive Relationships
Enabling Environments
Learning and Development

A Unique Child

At Westbourne Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of all individuals. All children at Westbourne Primary School are treated fairly regardless of race, gender, culture, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, We do this 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 and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At Westbourne Primary School we recognise that children learn to be confident and independent from being in secure relationships. We provide caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school during home visits, visits to Nursery and induction meetings for Reception parents.
- Arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school.
- Providing a handbook of information about commencing Nursery or Reception as applicable at Westbourne.
- Outlining the school's expectations in the Home-School agreement.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have. Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Invite parents termly to discuss their child's progress
- Providing opportunities at the beginning and end of sessions for parents/carers to discuss any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the Reading Diary and school newsletters.
- Sending home 'Proud Clouds' or 'Magical Me' slips designed to enable parents to record outstanding achievements.
- Publishing a Curriculum Map detailing the areas of learning and the overarching theme of the half-term.
- Inviting parents to attend informal meetings or workshops about areas of the curriculum, such as phonics or reading.
- Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in Nursery or Reception.
- Asking parents to sign a generic permission form for visits, photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. Mother's Day, Graduation, Stay and Play

Role of staff and key workers

Nursery

In nursery children are assigned a key worker. The key worker supports induction and provides daily group teaching. At the beginning and end of each nursery session Key Workers are available to meet with parents to discuss their child. This could be any member of the staff team. This is overseen by the nursery class teacher.

Reception

In Reception the keyworker is the class teacher.

Enabling Environments

At Westbourne Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

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 must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. 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.

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

Children's development levels are regularly assessed as they move through the EYFS. The balance will shift towards a

more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

All pupils are taught phonics following the guidance in the "Letters & Sounds" document. Nursery pupils access the Aspects of phase 1 phonics and Reception pupils participate in a daily phonics sessions.

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 - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning

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

The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and reading directed teaching.

Planning is themed around children's predictable interests and high quality texts. Planning is also flexible so that it is responsive to individual needs and interests as they occur.

Assessment

On entry to Nursery, pupils are assessed against the Ages and Stages within the Early Years Foundation Stage curriculum. This forms their on-entry baseline to school.

During the first term in Reception, children undergo a statutory baseline assessment which schools are required to report to central government.

These assessments allow us to identify patterns of attainment within the cohort, in order to deliver an appropriate teaching programme for all pupils.

There are regular, periodic summative assessment judgements made throughout the school year in order to closely track pupils' progress and feeds in to the whole school assessment and tracking process.

Historically, The Foundation Stage Profile was the statutorily-employed assessment tool that enabled teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covered each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. This is no longer a statutory requirement after summer 2016 but at Westbourne we will continue to use this as a tool to measure progress through Reception and to support the transition into Key Stage One. This data is shared with parents and receiving teachers at the end of the academic year.

In addition to these summative assessments, we also carry out observations to collect evidence of pupil's learning. Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Observations can take a variety of forms and include written observations, photographic/video evidence and parental

comments. These assessments are recorded in individual pupil's learning journey (or observation) books or electronically (e.g. videos).

These learning journey books are available for parents to view independently at any time and are also shared with parents at each parental consultation meeting.

Parents receive an annual written report that offers comments on each child's progress with reference to characteristics and areas of learning. It highlights the child's strengths and development needs.

Appendix 2: Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition. Transition needs to be as smooth as possible for each child so that they settle into their new class quickly and happily.

Starting Nursery

Parents will be invited to carry out an induction period with their child, in the half term before their start date. During this induction period, parents may bring their child to visit Nursery a minimum of twice a week. This will provide opportunities for new pupils to become familiar with the staff and setting. At this time, staff will conduct home visits to all prospective Nursery pupils. During the home visit there are opportunities to:

- Observe the child in a familiar environment
- Provide a starting Nursery booklet
- Provide information about clothing/footwear/bookbags
- Discuss any personal hygiene issues the child may have
- Agree on a start date
- Explain about the pattern of attendance during the induction phase once a child has started Nursery
- Complete admission and other administrative paperwork
- Answer any questions the parents may have

Starting Reception

Any child new to our setting will be visited either at their setting or at home.

Parents of children starting Reception will be invited to an induction meeting in the summer term to meet their child's new teachers, other key staff and to find out about Reception and school's procedures. This is also an opportunity to:

- provide parents with a school prospectus and a 'Starting Reception' booklet
- explain about uniform/PE kit/bookbags
- explain about holidays and attendance
- introduce the school nurse and her services
- introduce the school's pastoral team
- explain arrangements for the gradual induction into Reception
- hold a school meals taster session
- complete required administration documents
- answer any questions parents may have

Induction arrangements for Reception pupils are normally:

Week 1 – attend half days

Week 2 - attend half days with school lunch

Week 3 – attend full time with school lunch

These arrangements may be varied if by mutual home/school consent it is felt to be in the best interests of the child.

During summer 2 groups of Nursery pupils will go through to Reception for parts of some sessions. Additionally, children new to our school for Reception will take part in the school's transition arrangements. These will include being invited to attend for a half day session with either a staff member from their current setting or parent. This provides opportunities for pupils to get to know the staff and become familiar with the environment and routines before the start of the school year.