



Early Years Foundation Stage (EYFS) Policy Woodbridge School Prep (WSP)

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	<p>Safeguarding (including Child protection and EYFS) Policy; Special Educational Needs and Disability Policy; Online Safety Portfolio; WSP Parent Handbook.</p>
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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a wide range of knowledge and skills needed for good progress through school and life.
- That through the ongoing cycle of observe, assess and review, learning and development opportunities are adapted to meet the individual needs of the child.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close partnership working between practitioners and parents and/or guardians.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the statutory framework for the early years foundation stage 2024 (publishing.service.gov.uk)

2.1 Policies to be read alongside this document:

Woodbridge School’s ‘Special Educational Needs and Disability Policy.

Woodbridge School’s ‘Marking and Assessment Policy.

Woodbridge School’s ‘Reports and Grades (Parents’ Information).

Woodbridge School’s ‘Safeguarding Policy.

Woodbridge School’s ‘Pupil Supervision (WSP).

Woodbridge School's 'Recruitment and Appointment Policy and Volunteer Agreement.

Woodbridge School's 'English as an Additional Language Policy.

WSP Parent Handbook.

EYFS Information to Parents.

WSP Allergy Procedure.

3. Structure of the EYFS

EYFS at Woodbridge School Prep (WSP) consists of Reception aged pupils.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2024 EYFS statutory framework.

The EYFS framework includes 7 areas of Learning and Development that are equally important and inter-connected. However, 3 areas known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

Practitioners plan activities and experiences for children through a range of exciting topics that enable children to develop and learn effectively across all areas of the curriculum, both in and out of the classroom.

When planning, practitioners consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging, sequential and enjoyable experiences in all areas of learning. The specific areas of learning provide children with a broad curriculum, including opportunities to strengthen and apply the prime areas of learning.

In planning and guiding children's activities, practitioners reflect on the different ways and rates that children learn and include these in their practice. They make the most of the school grounds and resources and plan through a cross curricular approach, incorporating the specialist subjects, to ensure a broad and balanced curriculum which meets both the statutory requirements of the Foundation Stage Framework and the bespoke educational programme for Woodbridge School Prep.

Where a child may have a special educational need or disability, practitioners consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

The learning environment is enhanced appropriately to meet the needs and interests of the children allowing them to take autonomy over their learning.

Practitioners recognise that the development of children's spoken language underpins all 7 areas of learning and development, and planning reflects the opportunities taken to teach children new vocabulary across these areas to support both language and cognitive development.

4.2 Teaching

The EYFS is about structured, active learning which is relevant to the developmental stage of each child. It progresses at a rate and pace that is stimulating and challenging and is, above all, fun. When activities are seen to be purposeful and enjoyable, children are easily encouraged to become involved and therefore learn. Structure supports emotional security, the formation of concepts and the acquisition of skills, and flexibility allows the children to venture from security to challenge, in their own way and at their own pace. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Practitioners know their key children, know their next steps and are responsive to these.

The Foundation Stage uses a variety of teaching and learning styles. Our principal aim is to develop children's knowledge, skills and understanding through a balance of child-led and adult-initiated activities. Through play, the children can consolidate and embed their learning whilst simultaneously refining other skills such as their ability to co-operate, to negotiate, to make choices, to develop resilience and perseverance, when faced with a challenge, and to set their own goals.

For effective learning to take place, it is important to start from what the child can do; activities and enhancements to the learning environment are adapted to meet each child's stage of development therefore ensuring tasks are both developmentally appropriate and attainable. Depending on the activity children may work as a whole class (with differing outcomes), in an independent group requiring only initial adult input, in a small group with close support or on a one-to-one basis. The support is provided by the class teacher, the teaching assistant or an additional adult. Friendship groupings, cooperative or partnered tasks are also used.

New vocabulary is introduced and embedded through quality interactions between practitioners and children in a language-rich environment.

All children in the Foundation Stage have access to the curriculum whatever their ability and individual needs. Learning opportunities are provided to enable all children to make progress including those with special educational needs, disabilities, gifts and talents and those for whom English is an additional language.

Please see Woodbridge School's EAL policy.

If at any point, practitioners are concerned about a child's progress in any prime area, they will discuss this with the child's parents and/or guardians and agree how to best support the child. Where appropriate, a specialist may be sought to observe and offer advice and an Individual Educational Plan (IEP) may be created in consultation with the family, class teacher and special needs coordinator to address specific targets after a discussion.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for the transition into Year 1.

This should be read in conjunction with Woodbridge School's 'Special Educational Needs and Disability Policy'.

5. Assessment

At Woodbridge School Prep (WSP), ongoing assessment is an integral part of the learning and development processes. Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners know their children's level of achievement and interests and teaching and learning experiences are shaped accordingly. Assessment does not entail prolonged breaks from interaction with children as practitioners recognise how crucial this is to their learning and development.

During the first few weeks in school each child is assessed through informal observations and more formal tasks to ascertain their current level of attainment and their next steps. A Reception Baseline Assessment is administered which offers additional information about language and communication, literacy and mathematics.

Children in the Foundation Stage are assessed from three aspects:

- Daily observations (targeted and incidental)
- On-going Formative Observational Profiles
- Termly Summative (standardised) assessments.

Effective planning is informed by necessary formal assessment and ongoing formative assessments. With very young children, much assessment stems from observation. Observing children's play is the key to understanding their interests and learning needs and may again be pre-planned or spontaneous. Sharing of information, discussion and reflection takes place regularly between colleagues.

Reception pupils have formal standardised assessments in the Lent and Trinity Terms which provide a summary of their individual progress. This information is passed onto the next teacher to aid planning for the new school year. There is also a verbal exchange of information where the specific needs or strengths of children can be discussed.

At the end of the Foundation Stage, Reception teachers will assess each child's development in relation to the Early Learning Goals using the EYFS Profile.

This should be read in conjunction with Woodbridge School's 'Marking and Assessment Policy'.

At the end of the EYFS, practitioners complete the EYFS profile for each child. Practitioners will draw upon their knowledge of the child and their own expert professional judgement to decide where the child is at the end of the Reception year against the 17 early learning goals, indicating whether they are:

- Not yet reaching expected levels ('emerging')
- Meeting the expected levels of development ('expected')
- Exceeding the expected levels of development ('secure plus' and 'greater depth')

The profile reflects ongoing observations and discussions with parents and/or guardians. The results of the profile are then shared with parents and/or guardians and the Year 1 teachers to ensure a smooth transition.

Woodbridge School Prep (WSP) is exempt from the learning and development requirements in the 2024 Statutory Framework for the Early Years Foundation Stage (EYFS). However, all EYFS safeguarding, and welfare requirements still apply.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or guardians. At Woodbridge School Prep (WSP), parents and/or guardians are encouraged to actively engage with their child's learning. This is facilitated through a variety of different events both formal and informal, including the use of Tapestry (the EYFS online learning journal).

Parents and/or guardians are regularly informed of their child's progress and development throughout the school year. Where a child's progress in any prime area gives cause for concern, practitioners will inform parents and work collaboratively to agree ways to best support them. This ongoing communication provide parents and/or guardians with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person (the Form Teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or guardians in guiding their child's development at home. The key person also helps families to engage with more specialist support, where appropriate.

There are daily opportunities for informal discussion and sharing of information between parents, teachers and assistants. Information Evenings and Welcome Events take place prior to, and at the start of, the academic year. Formal parents' evenings take place where 'next steps' are shared. Comparative perceptions about progress and concerns can be shared at these times within the parameters of a supportive framework.

Written reports which identify significant developments in learning or highlight areas for targeting are issued at the end of each term. They provide feedback in relation to the child's achievement against the EYFS profile.

This should be read in conjunction with Woodbridge School Prep (WSP) – Parent Handbook

7. Safeguarding and welfare procedures

This area is covered by the Safeguarding (including Child Protection and EYFS Policy).

7.1 Oral Health

We promote good oral health, as well as good health in general, in the early years through adult modelling and guidance. Meals and snacks provided are healthy, balanced and nutritious. Practitioners work with the children to make good food choices at lunchtime. In addition to this, appropriate professionals are invited into school to talk about the importance of maintaining good oral hygiene. Through these interactions, children learn about the effects of eating too many sweet things and the importance of brushing their teeth.

7.2 Safeguarding

All EYFS practitioners will have up-to-date Safeguarding training (including FGM) and Prevent Duty training.

This should be read in conjunction with Woodbridge School's 'Safeguarding Policy'.

All EYFS volunteers will have completed Safer Recruitment checks.

This should be read in conjunction with Woodbridge School's 'Recruitment and Appointment Policy and Volunteer Agreement'.

All practitioners who encounter EYFS will have signed a 'Disqualification by Association Declaration'. All EYFS practitioners have up to date Paediatric First Aid (in line with current guidance).

7.3 Medicines

No prescription medicines will be administered unless prescribed for a child by a doctor, dentist, nurse or pharmacist. Robust systems are in place for obtaining and updating medical information for pupils. For those with more complex, ongoing medical needs (i.e. allergies), key workers will work in close partnership with the child's parents, or guardians, and with the school Matron to devise a personalised Healthcare Plan.

This should be read in conjunction with Woodbridge School's 'First Aid' and WSP Allergy Procedure.

7.4 Accident and injury

Parents/guardians will be informed of an accident or injury sustained by the child on the same day as soon as reasonably practicable after, & of any first aid treatment given

7.5 Face Paint

Face paints will only be applied to children in EYFS where written permission from parents and/or guardians has been given.

7.6 Supervision of pupils

Children in the EYFS setting are supervised throughout the school day in line with statutory ratios. They are taught by the Class Teacher (Qualified Teacher) for the majority of the day

(ratio no more than 1:30) and at other times by specialist practitioners (Qualified Teachers ratio 1:30). In addition, they have a full-time level 3 qualified Teaching Assistant working with the children. All level 2 and 3 staff members who gained their qualification since June 2016, **must** hold a valid paediatric first aid (PFA) certificate, otherwise they cannot be included in ratio.

During all mealtimes (snack and lunchtime), children are always within sight and hearing of a member of staff.

During morning and after school care and clubs, the children are supervised by a Level 3 qualified Teaching Assistant or Qualified Teacher. On occasion, they are supervised after school by other Teaching Assistants and if the ratios exceed 1:8 then a qualified practitioner is within hearing distance.

At break times there are two practitioners on duty, one of whom is either a level 3 qualified teaching assistant or a qualified teacher. While EYFS pupils are in school there is at least one member of staff qualified in Paediatric First Aid on the premises at all times and accompanying children on outings.

This should be read in conjunction with the EYFS Information to parents' booklet and Pupil Supervision Policy.

8. Compliance and Monitoring arrangements

This policy will be reviewed by the Head of Woodbridge School Prep (WSP) every two years or as legislation/guidance requires.

Ensuring the “Curriculum Guidance for the Foundation Stage” is being fully implemented, monitoring the standards of children’s learning through play and work, and the quality of teaching is the responsibility of the Director of Studies. The EYFS coordinator encourages and mentors EYFS practitioners, informing them about current developments and new initiatives and promoting the profile of the Early Years throughout the School.

Georgina Hill is the Co-ordinator of EYFS and Nicola Mitchell deputises as required.

This policy will also be subject to a thorough review process including consideration at the Education Committee on a 2 yearly basis. This will ensure that practice across EYFS is in line with this policy, the Complaints procedure and with current guidance and legislation.

Appendix I. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding (including Child Protection and EYFS) Policy
Procedure for responding to illness	See First Aid policy
Administering medicines policy	See First Aid policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Safeguarding (including Child Protection and EYFS) Policy
Procedures for a parent failing to collect a child	See WSP Pupil Supervision Policy
Procedure for a missing child	See Missing Pupil policy
Procedure for dealing with concerns and complaints	See Complaints policy
Guidelines for the safe use of digital images	On Line Safety (E Safety) Portfolio
Use of Mobile Devices in EYFS	Safeguarding (including Child Protection and EYFS) Policy; On Line Safety (E Safety) Portfolio.