



Wheatcroft CP School

## Early Years Foundation Stage Policy 2022

### Early Years Admissions

Reception children start at Wheatcroft School full time from the 1<sup>st</sup> September before their fifth birthday. Parents can, however, request that their child attends school on a part-time basis until the child reaches compulsory school age. This decision will be taken in consultation with school staff.

At Wheatcroft School it is our usual practice to offer a gradual introduction to school over the first couple of weeks in September. Children will initially attend the morning session only, usually for the first week, followed by mornings including lunch during the second week. This should ensure a successful transition to school.

In the summer term prior to the children starting school, the EYFS staff contact the Nurseries and settings to arrange to meet the children and find out their interests. The nurseries are also invited to visit the school with the children and parents are invited to an Early Year Information meeting with the Headteacher and Foundation Stage staff. Leaflets and the website address are given out to the parents and children to allow them to look at the activities that the whole school has to offer. The meeting is extremely informative and hopefully covers everything parents will need to know before their child starts school. Parents can request that the date their child is admitted to Wheatcroft School is deferred until later in the school year or until the child reaches compulsory school age in that school year. The parent would not, however, be able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the application was originally accepted. (Under current legislation children do not have to start school until the beginning of the term following their fifth birthday). It may be necessary for some children to access an enhanced transition package, including a part time timetable e.g. where school-readiness/stamina emerges as a difficulty. School staff would communicate this with parents and would work closely to support the family in developing a timetable that is beneficial for the child.

Parents who are considering sending their children to Wheatcroft School are strongly encouraged to contact the school to arrange a visit.

### Introduction

The Early Years Foundation Stage (EYFS) applies to children ages 3-5 years old. Children aged 3-4 are able to join Foundation Stage One (not available at Wheatcroft CP School). Children beginning school at Wheatcroft join Foundation Stage 2. Compulsory schooling begins at the start of the term the child becomes five.

Children joining our school have already learnt a great deal. Many have been to a variety of Pre-School settings and have gained lots of knowledge and skills at home with their parents.

At Wheatcroft, we are fully committed to the EYFS themes and commitments of good practice.

There are four overarching principles:

**A Unique Child: who is constantly learning and can be resilient, capable, confident and self-assured**

We aim to keep all of our children safe and healthy. We appreciate and respect the diverse backgrounds of all our children and ensure that no child is excluded or disadvantaged.

**Positive Relationships: children learn to be strong and independent through positive relationships**

We value the contributions of the child's parents and we believe that good relationships ensure the child's happiness, safety and progress at Wheatcroft. We have use home contact books to promote this. Early Years staff visit the majority of our children at their Pre-School setting to allow for the smoothest transition. This system helps the children to become familiar with their new surroundings and adults.

**Enabling Environments: children learn and develop well from adults who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.**

We provide a rich and stimulating environment, both in the inside and outside areas. We base our provision on children's interests. However, we carefully plan to develop the children's skills, knowledge and understanding of that area. At Wheatcroft, one of our school drivers is 'Caring Community' and we promote this with our off site visits to the local attractions, having visitors into school, working with charities to raise money for good causes and learning to become part of our local school community as well as the wider community.

As a team, we observe and assess children accurately to help us to plan, encourage and foster ideas from children at an appropriate level. Through the home contact and the child's learning journey books, we ask parents to comment and enjoy sharing in their child's experience at Wheatcroft CP School.

**Learning and Development: Children develop and learn at different rates, including children with special educational needs and disabilities (SEND).**

The seven areas of learning are taught through structured and planned play activities. These activities are based upon the children's interests. They are available, both inside and outside for the children to use independently throughout the day. Adult led focused activities are incorporated during the day to focus on specific teaching objectives.

## **EYFS Areas of Learning**

The Early Years Foundation stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and we offer cross curricular opportunities.

We promote the Characteristics of Effective Learning within the children's play and interests. We want our children to become confident, active learners always ready to keep on trying. We want the children to try new activities, make links between ideas and be confident to share their strategies.

In the seven areas of learning (3 Prime and 4 Specific) which are:

### **Prime**

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

### **Specific**

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

## **Personal, Social and Emotional Development**

Children are encouraged to share feeling and equipment and to treat others with respect. They are encouraged to be independent and resourceful when selecting activities and to persevere when activities challenge them. We want our children to become confident learners and develop a positive self- image. Through adult modelling and guidance, we encourage children to learn how to look after their bodies, including healthy eating and managing their own personal needs independently.

## **Physical development**

In our provision, we offer a variety of activities to promote the development of fine and gross motor skills. The children learn to assess age appropriate danger and how to handle a variety of tools safely. The outside area is always available for the children to use to pedal bikes, handle large

construction equipment and mark make on a large scale. Through cooking, tasting and Physical Education (PE) sessions, the children naturally become aware of how to keep themselves healthy and begin to understand how their body works.

## **Communication and Language**

This area covers all aspects of language development and provides the basis for early literacy skills. We focus upon the children's speaking and listening development. We aim to extend and enhance the children's vocabulary through stories, singing, rhymes, discussion, role-play and open ended questioning.

## **Literacy**

In all areas of our provision, we ensure mark making opportunities are available for the children to follow their own ideas and explore with a variety of mark making equipment. We have a writing area with open ended resources for the children to create their own captions and writing. We encourage the children to hold tools correctly, mark make left to right and to form letter shapes accurately. The classroom also has a quiet reading area with books from a range of genres and cultures. The children can access these areas freely throughout the day and also have adult led activities for discrete phonics teaching, guided reading sessions, shared reading time and small group reading and writing activities.

## **Mathematics**

Children are encouraged to explore mathematical equipment and acquire language through play. Areas of provision are carefully planned to provide children to use practical activities to learn new mathematical concepts. Mathematical language is taught through cross curricular activities including the language of shape and measurement. The children also have a daily maths input where we focus on a number in depth, encouraging the children to learn about counting, ordering and recognising numbers. Children are encouraged to use manipulatives and have opportunities to apply their understanding of mathematical concepts through frequent and varied activities. The children are encouraged to explain their understanding and thought processes when tackling a problem, linking their ideas to real life situations.

## **Understanding the World**

All children are encouraged to learn about the world around them, to solve problems, to question and experiment. We explore our environment by accessing the local area, the farm, the park, the school grounds and our home environments. We have visitors into school to allow us to learn about people in our communities and our home contact books enable the children and parents to share information with us. We have a variety of resources to allow the children to work with and use modern technology.

## **Expressive Arts and Design**

The classroom is planned and resourced to allow the children to develop their ideas in a creative manner. They have access to musical instruments, role play to develop their imagination and construction kits. The children are encouraged to develop their own story ideas and imagination through the medium of dance, role play, drawing, painting and singing. They are encouraged to reflect on their creations and express their feelings and responses to different medium.

## **Transition into Key Stage 1 (Year One)**

The children meet their new Year 1 teacher in the Summer Term of the EYFS year. The layout and provision of the Year 1 classroom reflects that of the EYFS environment. The children have access to an outdoor area and structured indoor play activities. The EYFS and Year 1 teams meet to discuss the needs and attainment of each individual child to allow a quick and seamless transition for children into Year 1.

## **Assessment**

Staff from Wheatcroft School visit the child's previous setting to gain information on the child's interests, family life and progress. The staff speak to parents to gain an insight into the child's development. At Wheatcroft, we adhere to the new Statutory Framework for the Early Years Foundation Stage 2021. This curriculum promotes all areas of learning to be incorporated into each day.

After meeting the children at their Pre-school settings, we aim to gain as much information about the children and their interests. The Pre-school settings usually send their assessments to enable us to gain as much insight into the children's approach to learning as well as the skills and knowledge they have gained. We build upon this with our own observations as the children have settled into their new school. This informal assessment takes place in September. Once the children have settled well, the statutory EYFS baseline assessments are completed.

Throughout the year, staff collect observations, photographs, child and parent opinions to support the child's development and next steps throughout the year. All children have a learning journey book all about their time in school and numeracy and literacy books to record ongoing progress.

At the end of the year, staff report to the Headteacher and to parents about the child's achievements and progress in the annual school report. We aim for the children to gain the Early Learning Goals in all areas of the curriculum and to achieve Good Levels of Development.

Policy written by Mrs S Earle (Early Years Foundation Stage Leader)

Policy Approved by Staff and by Governors: 17.5.2022

Policy Shared with Parents/Carers: 20.5.2022

Policy review: May 2025