



EYFS Policy

Version APPROVED

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Wincle CE Primary School
Wincle
Macclesfield
Cheshire
SK11 0QH

Tel: 01260 212592

Headteacher: Mrs S Smith

Chair of Governors: Mrs. S. Goodwin

www.wincleprimaryschool.org

Version control

Date updated:	Brief summary of changes:
November 2024	Rewritten in line with the new EYFS Framework and to include the Preschool

Our school's vision:

Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who shine in all that they say and do. They exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

We encourage our staff and pupils to 'Shine like Stars' (Philippians 2:15) and to do this run with the following acronym:

S	Service	<p>★ No act of kindness, no matter how small, is ever wasted." Aesop</p> <p>★ We would like our pupils to have the confidence to know that they can make a difference: have hope for the future.</p> <p>★ We encourage our pupils to challenge injustice and inequality</p>
T	Theology	<p>★ Our principles are founded on the truth that we are loved by the Father, Saved by the Son and Sanctified by the Holy Spirit.</p> <p>★ We want to ignite passion and curiosity for learning, providing an exciting curriculum to inspire all learners to be the best they can be.</p>
A	Attitude	<p>★ We encourage our pupils to show integrity</p> <p>★ We would like our pupils to have the courage to fight for what is important</p> <p>★ When things are challenging, we would like our pupils to display perseverance and not give up.</p> <p>★ Learn from yesterday, live for today, hope for tomorrow" Albert Einstein</p>
R	Relationships	<p>★ We nurture the whole individual: body, mind and soul</p> <p>★ We encourage the pupils to respect every living creature and show compassion.</p> <p>★ We would like our children to treat other people as they would like to be treated following Jesus' example.</p> <p>We are all unique</p> <p>We help all children build trusting relationships</p> <p>★ Clothe yourselves with compassion, kindness, humility, gentleness and patience.' (Colossians 3:12)</p>
S	Shine like stars	<p>★ "I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life." (John 8:12)</p> <p>★ We would like our pupils to shine in their behaviour, attitudes, relationships and learning.</p>

Wincle School's EYFS Policy

Introduction

The early years are a critical stage in the development of our children and provide the foundation upon which children build the rest of their lives. Children develop rapidly during this time in many areas including physically, intellectually, emotionally and socially. A child's experience in the early years has a major impact on their future development and at Wincle School, we take this great responsibility very seriously.

This policy covers our Preschool and Reception Class.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS).

Structure of the EYFS In our EYFS at Wincle C of E Primary School

We have a Preschool on site which can have up to 12 children. We take from 2 years and the Preschool is open between 8.45am and 3.15pm. Two level three lead practitioners lead the setting supported by another teaching assistant each day.

We have a Reception cohort which share a classroom with Year One pupils. This class has 2 part-time teachers and 1 full time teaching assistant.

Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from November 2024.

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

Planning

Activities and experiences are planned for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered. Medium term plans set the learning intentions for the half term and cover all areas of learning.

Bug Club Phonics is delivered daily, alongside White Rose maths sessions.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Children experience a wide range of activities with PE lessons for both Preschool and reception, and weekly Forest School sessions for Preschool.

Assessment

At Wincle CE Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and recorded on Tapestry show each child's achievements, interests and learning styles. It displays photographs, observations, and comments from the teachers, parents and children to help us build a picture of each child.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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

Parents meeting are held regularly, the first being in the autumn term to discuss how the child has settled and then again in the spring term to discuss progress and achievements.

In the summer term, parents receive a written report to summarise the child's achievements against the ELGs.

Transition

At Winkle C of E Primary School, we aim to make the transition from preschool to school, and from the Foundation stage to Key stage one, as smooth as possible providing the child with a smooth, consistent transition.

Children who attend the Preschool have already met the staff and know the school building well. There are many opportunities for the children to work and learn alongside the EYFS in school. Throughout the year, staff meet to discuss the children's needs and work on collaborative projects.

Staff visit the children from other preschools in their own setting (where possible), or at least make contact over email or on the phone.

Later in the summer term, we have mornings or afternoons when the children come for their school visits, working and playing alongside other pupils in school. We have a meeting with the new parents to discuss the foundation stage and ask the parents to help fill out a questionnaire about their child's interests which can then inform our planning. The school staff also visit each new Reception child at home.

When the children move from the foundation stage to key stage 1, they stay within the same classroom. Work is differentiated to suit the child's ability rather than age. Children which are still working within the EYFS in year 1 can still access the EYFS curriculum.

Inclusion-Providing Effective Opportunities for all Pupils

At Winkle C of E Primary School, we consider it very important that each child has their individual requirements met. We aim to develop an inclusive ethos and environment. The children are provided with learning opportunities relevant to their ability to enable them to progress and achieve positive outcomes.

