

# THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:  
learning together – achieving excellence"*

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Governor approved	February 2023	Key person/people	SDHT
Model Policy		Model localised	Yes
Pupil leadership team review		N/A	

## EARLY YEARS FOUNDATION STAGE

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### • 1. Aims

This policy aims to ensure:

**That children access a broad and balanced curriculum that gives them the comprehensive 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 at least good progress and no child gets left behind**

**Close partnership working between practitioners and with parents and/or carers**

**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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Statutory_framework_for_the_early_years_foundation_stage.pdf)

This document also complies with our funding agreement and articles of association.

### • **3. Structure of the EYFS ~ Reception Year**

At the Westgate School the Reception year consists of two classes of 30 pupils. There are two Reception classrooms that can either be separated or joined by opening a sliding door. There are two connected outside learning environments that provide opportunities for best practice free flow outside learning.

### • **4. Curriculum**

Our Early Years setting follows the curriculum as outlined in the 2021 Statutory Framework of the EYFS.

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** – we use a systematic, synthetic phonics approach using the Bug Club programme

**Mathematics**

**Understanding the world**

**Expressive arts and design**

### **Characteristics of Effective Learning**

**Playing and Exploring**

**Active Learning**

**Creating and thinking critically**

These learning dispositions underpin the EYFS curriculum and are modelled, taught and encouraged by all colleagues at The Westgate School in order to support all pupils to unlock their potential.

#### **4.1 Planning**

Colleagues take into account the individual needs, interests, and stage of development of each pupil and use this information to plan a challenging and inspiring learning environment and curriculum. Where a child may have a special educational need, colleagues consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, colleagues reflect on the different ways that children learn and include these in their practice. Early Years Foundation Stage colleagues use the 'Observation, Assessment, Planning' cycle as the basis for planning. Colleagues identify pupils' achievements, interests and next steps for learning. These observations then lead the planning. This fostering of the pupils' interests develops a high level of motivation for their learning. Text drivers are used to provide opportunities to explore different cultures, traditional tales and language structure through stories.

#### **4.2 Teaching**

The Early Years Foundation Stage at The Westgate School is organised to allow children to explore and learn securely and safely, helping them to make sense of their world. They practise, make links in their learning, and develop self-regulation. Pupils have the opportunity to think creatively alongside others as well as independently. They communicate with others as they investigate and solve problems.

All areas of Learning and Development are represented in both our outside and inside learning environments. Free flow between the inside and the outside has a positive impact on the children's development. Exploring outdoors offers opportunities for learning in different ways and on a different scale. The children can investigate,

use their senses and be physically active. The environment reflects the current needs and interests of the pupils in the Early Years Foundation Stage. Continuous provision is enhanced regularly to ensure our environment provides the best opportunities for all pupils to develop and progress in their learning.

At the Westgate School we use a 'Growth Mindset' (Dweck) approach to teaching and learning. This approach supports our pupils to become hard working and motivated learners who show perseverance and resilience. We emphasise the learning process and how we all learn most effectively through exploration and practice. We encourage our pupils to work collaboratively and to be able to talk about their learning, using metacognition strategies.

Each area of learning and development is implemented through planned, purposeful play, and through a careful balance of adult-led and child-initiated activities. Practitioners 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 learning in year 1.

### **4.3 Inclusion**

We value the diversity of individuals within the school. All pupils at The Westgate School are treated fairly regardless of race, gender, religion, ability or any other protected characteristic. We give our pupils every opportunity to achieve their best. We do this by taking account of our pupils' range of life experiences when planning for their learning.

In the Early Years Foundation Stage, we set realistic and high expectations that meet the needs of all our pupils. We achieve this by planning to meet the needs of pupils through careful and on-going observation and assessment, linked to their individual needs, interests and stage of development.

### **5. Assessment**

At The Westgate School, ongoing assessment is an integral part of the learning and development processes. Colleagues observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future objective led planning. Practitioners also take into account observations shared by parents and/or carers using our on-line 'Tapestry' programme.

In line with statutory requirements, colleagues complete the reception baseline assessment using practical resources and tasks in the Autumn term.

At the end of the Reception Year, colleagues 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

or,

Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the EYFS profile are shared with parents and/or carers during the end of the Summer Term.

End of Year R Teacher Assessments are shared with Year 1.

## **• 6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between home and school. We value working in partnership with pupils' parents/carers. Some ways we work in partnership are:

- Home visits and transition sessions allowing colleagues to talk to parents about their child before their child starts in our school.
- Offering both parents and pupils the opportunity to spend time in the Early Years Foundation stage unit before starting school.
- Regularly sharing pupils' 'Learning Journey' with parents and valuing their on-going contributions using our Tapestry electronic journal.

- Offering at least two opportunities a year to meet and discuss their child's learning and development.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents.

Parents and/or carers are regularly kept up to date with their child's progress and development.

### Key workers

All pupils are assigned a key person when starting in Reception and parents are informed who their child's key person is, explaining their role, when their child starts attending our school.

All colleagues teaching in the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

## • 7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. We take all necessary steps to keep children safe and well by providing a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence. 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 they exist.

## • 8. Monitoring arrangements

This policy will be reviewed annually.

At every review, the policy will be shared with the Governing Board.

## • Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy