



*Winterbourne Nursery and Infant School*

*Inspire – Learn -Be Proud*

# **WINTERBOURNE NURSERY AND INFANT SCHOOL**

## **Early Years Foundation Stage Policy**

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Headteacher

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**Next review due by:** July 2027

## **Introduction**

The Early Years Foundation Stage (EYFS) applies from birth to the end of the Reception year. At Winterbourne Nursery and Infant School, we are fully committed to delivering high quality early education to our children. We fully implement The Early Years Foundation Stage (EYFS) Framework. We provide early education for children aged 3 to 5.

## **Equality**

At Winterbourne Nursery and Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour. We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are above age related expectations, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religious and cultural backgrounds, and of those from diverse linguistic backgrounds.

## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress throughout school and their life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind. Our aim is for children to keep up, not catch up.
- 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 the requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), that applies from September 2021.

## **Structure of the EYFS**

Our EYFS includes Nursery, Reception and an Enhanced Learning Provision for Reception aged children. The Nursery has 2 morning classes and 2 afternoon classes. We offer 15 hour places to nursery aged children. Reception consists of 4 classes. The ELP offers all day places for 8 children and has 4 EYFS/SEN practitioners.

## **Overarching Principles**

- Every child is a **unique child**; constantly learning and has the ability to be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who responds 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.

- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities (SEND).
- Quality and consistency in teaching and learning, allowing all pupils to make progress and ensures that no child is excluded or disadvantaged.

### **Teaching and learning**

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. 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. The more general features of good and better practice in our school that relate to the Foundation Stage are:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- Recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of all pupils
- Develop individuals who are curious learners, who think, ask questions and have positive attitudes
- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- Develop children's confidence and capacity to learn and work independently, as well as collaboratively
- Develop the values of curiosity, kindness, independence, honesty and bravery
- Encourage children to value the diversity in our society and the environment in which they live.
- As a school, we are committed to our mission statement – 'Inspire, Learn, Be Proud'.

### **Play and active learning**

Play and active learning underpins our practice, as this is the key way in which young children learn. We encourage our children to be independent, critical thinkers who, are confident and motivated to learn. We fully believe in and embed the 'Characteristics of Effective Teaching and Learning', ensuring that we provide a wealth of activities and experiences to ensure that our children are engaged, motivated and given the opportunities to create and think critically.

Learning is holistic and cannot be compartmentalized. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

In addition to providing stimulating learning environments, both indoors and out, we also provide additional learning experiences such as trips to the farm and library and visitors such as theatre companies. Where possible we bring learning to life.

### **The Role of the Assistant Headteacher (AHT)**

The AHT will:

- Lead the development of the Foundation Stage; providing an in-depth action plan of goals to work towards.
- Provide guidance and support to all staff.
- Keep up to date with new developments and resources.
- Review and monitor by on-going discussion, meetings and moderation with staff.
- Liaise with parents, ensuring good communication through meetings, topic letters and invitations to events.
- Work with the local authority, ensuring attendance to courses by staff. Keeping all staff up to date with changes and developments.
- Report to the GB on the success and development of the Foundation Phase, role of teaching and support staff.

### **The Role of the Year Lead**

The Year Lead will:

- Lead their respective year group in the day-to-day organisation and management
- Provide support and training for staff
- Oversee the planning, provision, teaching and learning
- Deliver the half termly Keeping In Touch Meetings and additional parent workshops.
- Keeping all staff up to date with changes and developments
- Organise educational visits in collaboration with the class teachers.

### **The Role of the Class Teacher and support staff**

The teaching and support staff work:

To promote confident and independent learners;

- To create and maintain a high quality-learning environment that reflects learning across all areas of the curriculum at Winterbourne Nursery and Infant School.
- To observe and keep records of all children.
- To lead adult focus groups including phonics sets.
- To teach interventions to accelerate learning.
- To liaise with parents.

### **Role of Parents/ Carers**

At Winterbourne Nursery and Infant School, with the parent/carers, we work as a team around the child. We strongly believe that when the school and family work together, we get the very best out of each and every child. Therefore, we ask all parents/carers to:

- Work in partnership with the school.
- To assist on outside of school educational visits and attend performances given by their children in school.
- Attend the induction welcome meetings and events, which are given at Winterbourne Nursery and Infant School to Nursery and Reception parents.
- Attend informal parent workshops.
- Attend termly parent-teacher consultation meetings.
- Work with their children at home on relevant learning activities and ways forward initiated by the school.
- To read with their children daily.

- Complete 'wow cards' to share their child's achievements at home.

### **Organisation**

The Assistant Head Teacher is responsible for the management of the Foundation Stage team and the Foundation Stage Area.

- The area covers four reception indoor classrooms and one outdoor classroom and the Nursery area consists of two indoor classrooms and two outdoor classrooms. The Enhanced Learning Provision (ELP) has one indoor classroom and one outdoor classroom. These areas are staffed by teachers and teaching assistants.
- Health and Safety checks are on-going to ensure these spaces are safe for the children to use.

### **Planning**

Nursery:

- Topics are planned for the year on a 2-year cycle. The direction these take is adaptable depending on the children's interests.
- Long term plans are in place for the year and reviewed at the end of every academic year.
- Medium term plans are planned on a half termly basis, ensuring coverage of all areas of development.
- Planning happens on a weekly and daily basis, taking into account children's interests, abilities and next steps.
- Plans are made for focus activities, whole class sessions and the provision. These plans are annotated to show change, next steps and evaluations.
- Daily planning for both indoor and outdoor activities reflect children's interests and are based on the previous day's evaluations.
- All Practitioners collaborate over planning, sharing ideas for activities, resources and special events.

ELP:

- Topics are planned for the year on a 1 year cycle. The direction these take is adaptable depending on the children's interests.
- Long term plans are in place for the year and reviewed at the end of every academic year.
- Medium term plans are planned on a half termly basis, ensuring coverage of all areas of development.
- Planning happens on a weekly and daily basis, taking into account children's interests, abilities and next steps.
- Plans are made for focus activities, whole class sessions and the provision. These plans are annotated to show change, next steps and evaluations.
- Daily planning for both indoor and outdoor activities reflect children's interests and are based on the previous day's evaluations.
- All Practitioners collaborate over planning, sharing ideas for activities, resources and special events.

Reception:

- Topics are planned for the year on a 1 year cycle. The direction these take is adaptable depending on the children's interests.
- Long Term Plans are in place for the year and reviewed at the end of every academic year.

- Medium term plans are planned on a half termly basis, ensuring that all areas of development are covered, sequenced and progressive.
- Weekly planning is completed for carpet sessions, the provision and included daily challenges and focus children.
- Phonics planning comes from the Little Wandle Letters and Sounds Scheme.
- Power Maths is used to enhance the maths planning.

### **Observations and Learning Journeys**

Mainstream EYFS:

Written observations of 'wow' moments are important. These should tell a story about the child's learning journey. They should show progression, capture exciting opportunities and include the child's voice. Observations are recorded on the Target Tracker app, along with a photo (if possible). These are printed monthly and then put into the child's learning journey folder.

Learning journeys will have a laminated front cover on them, with a picture of the child. They will have monthly dividers that clearly show when the learning happened. They will be accessible to the children, as they belong to the children, however, the children will need to be taught how to handle them. Careful modelling and clear instructions will help to achieve this.

ELP:

As above, 'wow' moments are recorded as observations and filed in a hard copy Learning Journey folder. Each child has their own folder. Photos can accompany the observations, work that the children complete, such as mark making or painting will be annotated by a member of staff and also filed in the child's Learning Journey.

### **Assessment**

The Early Learning Goals (ELG) form the assessment at the end of Reception. There are 17 ELGs. If a child achieves the ELG in the prime areas, as well as Literacy and Mathematics, they will have achieved a Good Level of Development (GLD) at the end of the year.

Practitioner knowledge forms the biggest part of assessment. Observations and work samples will form the child's learning journey. These will be collected to mark a significant occasion in the child's learning. The emphasis is away from lots of evidence and has been placed on purposeful interactions that will enhance the practitioner's knowledge of each child. Parental contributions are encouraged.

Data will be entered onto target tracker at each assessment point.

Pupil progress meetings happen regularly and these are an opportunity for teachers to discuss their class, the learning and the progress. Once data is submitted, the class teachers and Year Group Leads analyse the data and feed back to the staff teams. Children are identified and interventions are put in place to ensure that the children who are at risk of falling behind, make accelerated progress to catch up.

Moderation meetings happen termly to ensure consistency and quality of assessments. In reception, all teachers meet to moderate the 'Early years Foundation Stage Profile Judgements' in May and then before the data is submitted in June. Reception teachers also moderate children with exceeding judgements alongside the Year 1 teachers.

### **Reception Baseline Assessment (RBA)**

The RBA will take place within the first 6 weeks of a child starting in Reception. The AHT oversees the RBA and ensures that the deadlines are met, carrying out the assessment and inputting the data is done correctly.

As the RBA will not inform teachers of where the child is at, an additional teacher baseline will also be completed to ensure the data entered on target tracker is a true reflection of where the child is at on entry to the school.

### **The Curriculum**

We fully implement the Early Years Foundation Stage Framework. The EYFS framework consists of 7 areas of learning and development that are equally important and inter-connected.

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

We have taken this framework as the 'skeleton' of our curriculum. We have customised our curriculum to meet the needs of our children, ensuring that 'The Winterbourne Child' is at the centre of all we do. Although some subjects are not assessed at the end of the year (ELG), we do believe that these are key to creating the 'Winterbourne Child' and have therefore included these subjects into our curriculum.

### **The curriculum is underpinned by the Characteristics of Effective Teaching and Learning (CoETL):**

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The focus of the CoETL is on how children learn rather than what they learn i.e. process over outcome. Underpinning the CoETL is the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, and adventurous learners throughout their lives. Practitioners need to bring the CoETL to life, without forgetting that children are individuals who bring their own needs, talents and histories to the learning environment.

### **Reading**

Reading is embedded throughout the Nursery and Reception every day.

In Nursery, ELP and Reception:

- Every activity planned and set up both inside and out (where appropriate) is supported by books or other reading literature such as posters, key words, letters and labels.
- Every room has a bright, calm and attractive book area with a varied selection of books and activities to encourage children to read and enjoy books.

Shared reading happens daily in different ways individually, group and whole class.

- Children listen to stories every day.
- Incidental reading happens daily through supporting free flow activities.

Nursery and ELP phonics:

- This starts in Nursery, in the Autumn term, focusing on rhyme, rhythm, sound discrimination and listening skills. Over the year, this builds up and in the Summer term, for the children that are ready, some phase 2 sounds are introduced.

Reception phonics:

- The Little Wandle Letters and Sounds scheme is used throughout the school.
- Reception begin teaching phonics from the 2<sup>nd</sup> full week of being in school.
- Daily phonics lessons are taught to the whole class.
- Phonics interventions are carried out when necessary to support the children who are not at expected for phonics.
- Phonics activities are set up daily, giving children the opportunity to apply their phonics skills.
- Adult led reading happens daily in a variety of ways depending on the child's needs and next steps. This can be one to one, in pairs, small groups and can focus on different reading skills.
- Children are expected to bring their book bag to school every day. Books are changed once a week.
- Parents keep a log of what their child reads at home in their reading diaries and teachers read and comment in the diaries weekly.

For any additional information on the teaching of reading, please see the reading policy.

### **Writing:**

In Nursery and ELP, writing is focused on mark making, writing names and developing gross and fine motor skills.

In Reception, gross and fine motor skill development remains a focus throughout the year. This will enable all children to develop their muscles, resulting in secure pencil grip and control and ultimately, handwriting.

English books are not used as free writing encourages independent writing, confidence and a love of writing. The children are given multiple opportunities to write in the provision; templates and different writing equipment, such as pads, diaries, clip boards etc, are available at all times. Daily writing challenges are given. The start of the year children can choose to do this, towards the end of Spring term and in the Summer term, every child completes the challenges.

### **Mathematics:**

Across our EYFS, we use the Maths Mastery approach to teach mathematics. We believe that ALL children can and should achieve numeracy skills, concepts, understanding and knowledge needed by the end of that academic year and to be prepared for the next year in their journey. Maths books are not used as the children need to use physical objects in their maths. This enables maths to come alive,

be taught in the provision and in ways that are of interest to the children. Photographs/observations and written evidence are collected for the children. These are stored in their learning journey.

### **Inclusion**

The aim is to ensure that ALL pupils make good or better progress in all areas of development.

All teachers aim to:

- Have an inclusive environment and provision so that all children can access it, irrelevant of their level of development (adapting tasks, resources or activities when necessary).
- Use a range of resources effectively to allow access to whole class, group or individual activities.
- Organise the class and deploy staff to support group or individual needs.

If a child should need some extra support in any area, we will put in the best suited intervention and timetable to promote accelerated and sustained progress in that area.

### **Enhanced Learning Provision**

ELP is part of the mainstream Reception provision at Winterbourne Nursery and Infant School. The ELP provides high quality specialist teaching for children with social communication difficulties. Children from the ELP will have daily opportunities for mainstream inclusion for free play (once the children show us they are ready) with children from the mainstream Reception classes.

Placements are for one year and children must be aged 4 or 5 years old. They will usually be admitted during the autumn term following their 4<sup>th</sup> birthday. The ELP has one class of up to 8 children, which runs for the whole day. Whether a child is able to access the curriculum is dependent on how they transition and settle into the classroom. If the child has heightened distress or dysregulation, an adapted timetable may be put into place. The decision is in collaboration with the ELP lead, SENDCo, parents and Head teacher.

The ELP class has a specialist ELP lead and three specialist teaching assistants.

The children follow a highly adapted EYFS programme to support their individual learning needs. We use a variety of approaches to support the children's learning.

### **Class Structure and Environment in the ELP**

To ensure that children in the ELP feel happy and secure, we provide a highly structured and predictable routine supported by; visual prompts, transition songs, individual visual timetables and reduced consistent language used by all staff in the ELP. We have a reduced environment to minimise distractions and enable children to make the most of learning opportunities. Our curriculum is designed to be both enjoyable and enriching. We want learning to be fun! It allows learners to achieve, and is accessible to all. However, we believe we can only achieve the best for your child if you work with us in close co-operation. We value any contribution you are able to make to the life of the school and warmly welcome you into the education partnership. In addition, we will do everything we can to keep you well informed of your child's progress and achievements.

### **Monitoring and review**

This policy is monitored by the Headteacher and AHT, and will be reviewed in two years, or earlier if necessary.