



Woodford Primary School Early Years Policy

Our Vision

At Woodford Primary School, we are committed to providing each and every child with the support they need in order to reach their full potential. We truly believe that all children should receive the best possible start to their educational journey. The Early Years Foundation Stage Curriculum forms the underpinning and overarching framework for learning and development. We intend to enable our children to learn holistically, through play and through experimentation and exploration whilst making friends and developing social skills. We plan high quality learning experiences, which help children to gain a broad range of knowledge, and skills, taking into account the children's needs, interests and previous achievements. We provide opportunities for our children to deepen their understanding by playing, talking, observing, questioning and reflecting. We also recognise the importance of a caring environment where children can develop their self-esteem and feel confident to 'take risks' to enhance their learning. We seek to work in partnership with parents and/or carers to provide a consistent approach to learning.

Our school aims are:

'STRIVE for Success'

S- Self-Motivation

T- Thinking

R- Resilience

I – Independence

V- Valued collaboration

E –Empathy

- To provide a safe and happy learning environment in which children are able to grow their full potential and achieve high performance in all aspects of school life as unique individuals.
- To develop confident and knowledgeable thinkers who are self-motivated with a genuine love of learning, through an aspirational and broad curriculum, rich in opportunities, knowledge and experiences.
- To promote high standards of behaviour and strong relationships, developing a sense of connection, empathy, independence, resilience and confidence.
- To value collaboration and positive partnerships where children, families and staff understand the important role they play in the success.
- To create a respectful culture of individual and collective views and values, where children feel confident to articulate, reflect on and challenge attitudes and beliefs, showing appreciation for diversity within our school and the wider community.

Admission and Transition

In the term before a child is due to start at Woodford Primary parents/carers are invited into school with their child for a 'stay and play' session where they can meet their child's class teacher and collect a transition pack which contains activities and resources to be used in preparation for September. At the 'stay and play' session parents/carers will receive a date for a home visit. During this home visit, the class teacher will ask some questions and there will be time to share any concerns, worries or anxieties that you may have. The home visit offers another opportunity for children to meet their class teacher, along with a Teaching Assistant from the Foundation Stage team.



In addition to the 'stay and play' session and the home visits children are also invited to attend two sessions where they get to spend time in their new classroom with their new class teacher, teaching assistant and classmates.

In September, children will have a few days where they only stay in school for the morning. Parents/carers will be given a date on which their child will stay in school all day on one of these days in order for the Foundation Stage staff to carry out some baseline assessments and to get to know them better in a smaller group situation.

During the first year at Woodford Primary School we aim to:

- Foster children's enthusiasm and enjoyment for learning, developing resilience and confidence in their ability to be successful learners.
- Provide opportunities to identify and celebrate their individuality and learning progress
- Promote and encourage positive behaviour
- Encourage a healthy lifestyle by promoting healthy eating, exercise and opportunities for personal development, encouraging children to express their feelings through speaking, listening and creative opportunities
- Develop social skills and positive relationships by providing opportunities that enable children to learn how to cooperate and work with others by listening, taking turns, solving problems and sharing where appropriate.
- Provide opportunities for children to learn through a balance of child-initiated and teacher led activities, within a secure and stimulating environment - both inside and outside of the classroom
- Enable children to develop confidence and independence
- Enable children to make good progress through a curriculum that meets their interests and needs
- Develop a partnership between practitioners and parents/carers to best meet the needs of the children
- Provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported
- Ensure every child is safeguarded and their welfare needs are met

Planning and approaches to Teaching and Learning

At Woodford, when planning our Early Years Curriculum we consider the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all the areas of learning and development.

The long term Curriculum map is reviewed yearly, ensuring that learning ignites children's imagination and develops their knowledge, skills and understanding. These topics may change due to national, community or school events. Planning covers all areas of the curriculum.

The Early Years framework 'prime' areas of learning and development are:

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

The Early Years framework 'specific' areas of learning and development are:

- Literacy (includes reading and writing).
- Mathematics.



- Understanding of the world.
- Expressive arts and design.

The Learning Environment and Outdoor Spaces

The foundation unit is organised in such a way that children can explore and learn in a safe environment. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor spaces are secure and offer children the opportunity to explore a different environment, presenting them with different challenges and experiences. Activities are planned throughout the foundation unit to help the children develop in all areas of learning. We encourage children to explore the outdoors at all times of year and in all weathers.

Assessment

At Woodford, all practitioners are involved in observing children's learning and development, gathering information to enable us to meet and plan for their unique needs.

Baseline: Each child will undertake the NFER baseline assessment with a teacher to assess their knowledge and understanding in Literacy and Mathematics. Teachers and Teaching assistants will also observe children and a baseline judgement will be made against the Development Matters statements. This data will form a baseline on the schools iTrack tracker.

Throughout the year: Through observations and assessments, we will continually assess each child and in the Spring term a record of their progress and attainment will be placed onto iTrack.

End of Year: During the Summer term children will be assessed against the Early Learning Goals and these assessments will be reported to the Local Authority and parents/carers in their child's Annual Report.

Self-Assessment: Children are encouraged to be involved in assessing their skills and progress throughout their time in Oak and Elm Class. This takes the form of the children being encouraged to talk about their achievements and preferences.

Teacher Assessment: In the Foundation Stage Assessment takes place through observation and focused individual, group and whole class teaching sessions. Some of these observations will appear on Tapestry and will contribute to the children's learning journeys. Every other week a Literacy activity will be produced in their Literacy books, these activities are marked, following the school's marking policy and provide a record of each child's understanding and progress.

Reporting to Parents/Carers

We feel it is vital to involve parents/carers in providing information and sharing in their child's learning in school and wish to promote a partnership with parents/carers to last throughout their child's education at Woodford Primary. In the Early Years we welcome opportunities for parents/carers to contribute to their child's online learning journeys.

There are opportunities for parents/carers to meet with teachers and discuss their child's learning and progress termly, with more formal parents meetings offered in the Spring Term along with an Interim Report to advise parents about children's next steps to continue to progress towards the Early Learning Goals. In the Summer Term parents/carers will receive a report which details their child's attainment against the Early Learning Goals. Parents/carers are welcome to make an appointment to see their child's teacher at any time throughout the year to speak about their child's learning and development.



Parental involvement

Parents are encouraged to support their child's learning in partnership with the school and are encouraged to liaise with the staff whenever necessary to discuss their child's learning or welfare. When pupils join the school in the Foundation Stage, parents are invited to a Phonics information session with the Read Write Inc Coordinator. Videos will be shared each week on Class Dojo sharing the Phonics/Maths learning that has taken place that week in school. In the Spring term parents receive an interim report and are invited to an individual learning review with their child's teacher.

Parents are also invited to periodic open afternoons where children can share their learning with their parents or participate in activities together.

Parents and children are encouraged to share achievements from home by uploading photos and videos to their child's Tapestry account to form part of their Learning Journey.

Monitoring

Each term a book scrutiny takes place, led by the Senior Leadership Team, to look at children's progress in Literacy and Mathematics. Monitoring of learning includes reviewing online learning journals and books, talking to, and observing pupils as they are learning. We also moderate our judgments across primary schools within the local area.

Health and safeguarding

All activities, both in and out of the classroom, promote the health and safety of the individuals concerned. Staff adhere to the Health and Safety Policy. Equipment is regularly checked, and risk assessments are in place for all outside visits and other activities as required. All staff adhere to Woodford Primary's Safeguarding Policy and staff regularly receive Safeguarding training.

Inclusion

We aim to provide for all children, regardless of gender, race, religion, cultural diversity and special needs of all kinds so that they achieve as highly as they can according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified, and suitable learning challenges provided within the classroom environment and where available outside the classroom.

Special Education Needs and Disability (SEND)

We strongly believe that early identification of individual needs is crucial in enabling staff to meet the needs of each child. We discuss any concerns with parents at an early stage in an open, honest and sensitive manner. The school SEND leader will offer support and advice, seeking outside agency partnerships as and when appropriate. Further information is available in our SEND Policy.

Responsibilities

The Head Teacher, supported by the Early Years Foundation Stage Leader, is responsible for the implementation and management of the Early Years Foundation Stage Policy at Woodford Primary School. It is the responsibility of every member of staff to implement that policy in their day-to-day actions and experiences.