



Wooden Hill Primary and Nursery School **Early Years Foundation Statement**

At Wooden Hill Primary and Nursery School, we are fully committed to the purpose and aims of the Early Years Foundation Stage as outlined in the Statutory Framework 2024.

‘All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.’ Statutory Framework for the Early Years Foundation Stage (Department for Education, 2024)

Introduction to the Early Years Foundation Stage

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Wooden Hill Primary and Nursery School, children can join our Nursery from the term after they turn 3. Our Nursery class (Squirrels) has capacity for 46 full-time children and our two Reception classes have capacity for 60 children. At Wooden Hill Primary and Nursery School, we value the importance that EYFS plays in developing the foundations for future learning and development. EYFS has a pivotal role in preparing children for life.

Our Aims

At Wooden Hill Primary and Nursery School, our aims are:

- To develop and establish the building blocks of learning, to create a strong foundation for our children to be **‘R.E.A.D.Y.’** for the next stage of their journey
- To provide a learning environment where there is a friendly, supportive, and inviting atmosphere in which every child feels secure, valued and confident
- To provide a broad, balanced and challenging curriculum that is planned around the needs and interests of every child and is informed by the use of ongoing observational assessments
- To empower our children to be independent, well-rounded individuals who have a love of learning and seek challenge in everything that they do
- To establish close partnership working between practitioners and with parents and/or carers
- To ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice

The Early Years Curriculum

Wooden Hill Primary and Nursery School is committed to ensuring that every child learns effectively and is kept healthy and safe. Wooden Hill Primary and Nursery School adheres to the following EYFS guiding principles:

- Every child is a **unique child**, who is constantly learning and can 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 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
- Importance of **learning and development**. Children develop and learn at different rates.

‘Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults.’ Statutory Framework for the Early Years Foundation Stage (Department for Education, 2024)

At Wooden Hill Primary and Nursery School, we actively promote the use of play as the primary vehicle for learning. We plan for an exciting and challenging curriculum based on our observations of children’s needs, interests and stages of development across the seven areas of learning. This is to enable the children to achieve their full potential.

All the seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and building their capacity to learn, form relationships and thrive. These are the three ‘prime’ areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Children are also supported through the four ‘specific’ areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Throughout their time in our EYFS, children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of Reception goals. These goals are defined as Early Learning Goals (ELGs).

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided and direct teaching. Adults in the EYFS will support and scaffold pupils' learning to enable them to reach their full potential.

The Characteristics of Effective Learning

The Characteristics of Effective Learning underpin learning and development across all areas. At Wooden Hill Primary and Nursery School we consider the three characteristics when observing: *what* the children are learning, *how* they are learning and *where* to take the learning next. We recognise that the Characteristics of Effective Learning describe factors which play a central role in both a child's learning and how they become an effective learner.

The Characteristics of Effective Learning are:

- Playing and Exploring – *children investigate, explore and 'have a go'*
- Active learning – *children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- Creating and thinking critically - *children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication, and physical development. We ensure that our curriculum is relevant and draws upon the resources in the community; this will strengthen cultural capital, to give each child the best start in life and the support that enables them to fulfil their full potential.

Our long-term curriculum plan is on our website and at the beginning of each half term we add a more detailed overview of our curriculum. This allows parents/carers to see which knowledge and skills will be covered and it is a vital tool for parents/carers to begin discussions with their child about what they are doing in school.

The Learning Environment

Research shows that progress will be significantly enhanced by the effective support and role models of adults within a high-quality learning environment.

At Wooden Hill Primary and Nursery School, the role of the adult (particularly during continuous provision) is supported by using the ShREC approach. This evidence-informed strategy provides practitioners with the knowledge and skills to support high-quality interactions. Our aim is to sustain children's thinking and follow the momentum of their learning.

The importance of each adult to support progression is crucial. However, we equally understand that in times when a child is on their own independent learning journey the environment plays a significant role in development.

In our EYFS setting the children have opportunities throughout the day to engage in activities freely (within both the indoor and outdoor learning spaces). The environment is organised to allow children to explore and learn securely and safely, whilst encouraging independence. There are areas where the children can be active, quiet and rest. It is set out so that children are able to find and locate equipment and resources independently. The classrooms and outdoor area are arranged so that all aspects of the EYFS are accessible. There is a real focus on the Characteristics of Effective Learning, with a strong link to our vision of being 'R.E.A.D.Y' for the next stage of their journey.

Being outdoors offers opportunities for doing things in different ways and on different scales. It offers the children opportunities to explore, use their senses and be physically active and exuberant. Both indoor and outdoor areas complement each other. They are planned with a clear progression of resources and activities that are challenging and achievable.

In our setting, each area of the classroom (indoors and outdoors) is informed by assessment. When the needs of the children change (as they grow and develop) so does their learning environment.

Using open-ended resources encourages creativity, imagination and high-level thinking skills. Resources in our creative and transient art areas include ribbon, pinecones and lolly sticks. Outside, the children have access to crates, planks, sheets and tyres. These resources can be anything and have unlimited potential. Our timetable allows for long uninterrupted periods of continuous provision that allow the children time to reach a deep level of involvement as they engage, play, investigate and talk.

Assessment

Assessments will be based primarily on observations of daily activities and events.

Practitioners will note the learning which the child demonstrates spontaneously, independently, and consistently in a range of contexts.

Through observations, we make regular assessments of children's learning and monitor the progress of each individual child; planning is adjusted accordingly to ensure every child is both challenged and supported to achieve their full potential.

We create a learning journal for each child in our EYFS setting. This contains observations of day-to-day interactions, knowledge of the child, information from parents/carers and information from relevant adults. We use 'Tapestry' (a secure online learning journal). This platform allows us to regularly share the children's learning and helps us to work in close partnership with parents. This approach strengthens the outcomes for the children. The learning journals (along with examples of learning in Literacy books) are used to assess the child's development. This information is used to complete an EYFS profile for each child by the end of June in their Reception year.

An EYFS profile summarises and describes a child's attainment at the end of the Early Years. It details the child's attainment in relation to the 17 Early Learning Goal (ELG) descriptors, and also indicates whether their development (within each ELG)

is 'emerging', or 'expected'. 'Expected' is an indicator of good progress. Teachers will also report on 'The Characteristics of Effective Learning'.

We use EYFS profile data to:

- Inform parents about their child's development against the ELGs
- Support a smooth transition into Key stage 1
- Provide the Local Authority with statutory data

Parent Partnerships

We recognise that parents are children's first and most enduring educators, and we value the contribution they make. The role that parents play in educating their child is recognised and encouraged by:

- Inviting parents to attend school tours
- Holding a 'New Parents' Welcome' meeting where parents are given a presentation on the Early Years Foundation Stage at our school. They have the opportunity to talk to other parents, to the Headteacher and to chat informally to members of the EYFS team
- An information pack (covering educational and administration issues e.g. school meals) being given to all new parents
- Inviting parents/children to visit Nursery and Reception for a first meeting. This both supports transition and builds relationships
- Talking to parents about their child during home/school visits
- Providing Reception parents with an 'All About Me' booklet to share information regarding their child's interests and achievements to date.
- Holding parent workshops throughout the year
- Tapestry online learning journals (to share their child's learning)
- Regular updates are shared via both the memo section on Tapestry and also the school website
- Regular 'Stay and Play' sessions
- Home/school phonics folders to support learning
- Home/school reading record books to support reading
- Parents' evenings
- Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. This person also provides a strong, stable adult relationship through which to develop social and learning skills.
- Providing a report on their child's attainment and progress at the end of the school year

- Encouraging parents to contribute their skills and expertise to the curriculum

Transitions

Transitions are carefully planned to ensure continuity of learning. At any transition, we acknowledge the child's needs. We establish effective partnerships with those involved with the child and other settings, including nurseries and childminders.

- Members of staff from Wooden Hill make visits to feeder settings
- Children attend introductory sessions to Nursery/Reception to develop familiarity with the practitioners
- Children from our school Nursery will have regular informal visits into the Reception classroom in the summer term
- Children requiring extra support will have additional visits regardless of their setting.

A smooth induction to Year 1 is ensured by:

- In the final term in Reception, the Year 1 teacher will meet with the Early Years staff to discuss each child's development (against the Early Learning Goals). This discussion supports a smooth transition to Year 1, by helping the Year 1 teacher plan an effective, responsive, and appropriate curriculum that will meet the needs of all children.
- Sessions when Year 1 staff can come down to meet and work with the children
- Class swaps that enable the Reception children to become familiar with KS1 setting

Safeguarding and Welfare

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Intimate Care

Every child has the right to privacy, dignity and a professional approach from all staff, when meeting their needs; it is important that staff work in partnership with the parents to provide the right support to an individual child.

If a child has received intimate care over the course of the day, parents will be informed of this care at the end of the day. Intimate care is given to children who need it, in line with school policy.

The rest of our procedures are detailed in our intimate care policy.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Inclusion

Inclusion is at the heart of everything we do. This commitment starts from the very beginning of each child's school career. Our aim is to ensure that every child is fully included both academically and socially; every individual child makes accelerated progress and meets their full potential. We are committed to equal opportunities for all children in all our practice. 'Quality First' teaching is at the core of this aim. All planning is therefore fully differentiated so that all children can fully access the curriculum and make progress at their level. The rich learning environment and range of resources available to support the teaching and learning are also specifically tailored to stimulate and engage all children.