Waterwells
Primary Academy & Pre-School

Waterwells Primary Academy
Early Years Foundation Stage Statement

Waterwells Primary Academy is part of the Greenshaw Learning Trust.
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Waterwells Primary School

Early Years Foundation Stage (EYFS) Statement

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.

Structure of the EYFS

Our Early Years Foundation Stage (EYFS) provision comprises Pre-School and Reception.

Our Pre-School provides places for children aged 3 and 4 from the term following their third birthday, subject to availability. Children are entitled to up to 15 hours of government-funded early education each week, which can be taken as five morning sessions (8:30am–11:30am) or five afternoon sessions (12:00pm–3:00pm).

Funded 30 hour places are available from 8:30am–2:30pm, inclusive of lunchtime. Parents/carers may choose to extend their child's day from 2:30pm–3:00pm at an additional charge of £3.50 per day. Self-funded Pre-School places are also available, subject to availability.

Children enter Reception in the September of the academic year in which they turn five and attend full time from 8:45am–3:15pm.

Curriculum

Our Early Years provision follows the Early Years Foundation Stage (EYFS) statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

The EYFS curriculum is broad and balanced across the areas of learning, with a high emphasis on language acquisition. The design is coherently planned and sequenced so that knowledge and skills are progressive, built on throughout the year towards an agreed end point, with the aim being that all pupils achieve a good level of development.

• It is designed with our pupils in mind to equip them with the knowledge and cultural capital they need to be successful.

• Reading is prioritised to enable pupils to obtain secure phonic knowledge using the RWI Programme to read fluently and to ensure they are ready for the challenges of the KS1 curriculum.

Our staff plan activities and experiences 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 take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable learning experiences. 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.

Teaching

Each area of learning is implemented through planned, purposeful play, and 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.

The indoor classroom is a calm purposeful environment using natural backgrounds to make the space feel open and calm and so that children's work is the main focus. Provocations and activities are set up to promote curiosity and learning. The classrooms are divided into areas to facilitate the delivery of the curriculum. Resources are stored at child height to encourage

independence in their learning. Children also have regular use of the school hall and class library.

The children have daily access to safe, enclosed outdoor play areas with planned opportunities supporting the seven areas (unless circumstances make this inappropriate, for example, unsafe weather conditions).

Play is essential for children's development, building their confidence as they learn to explore problem solving and develop friendships. Children learn by leading their own play, and by taking part in play which is guided by adults.

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 and positive interactions.

As children grow older, the balance will shift towards more whole class teaching and group activities led by adults, to prepare children for Year 1.

In Pre School plans are flexible to adapt to circumstances such as a new baby, a visit to hospital or a snowy day. The children are encouraged to be positive about their tasks. The importance of praise is acknowledged in raising self-esteem and every opportunity is taken to do this.

In planning and guiding children's activities, staff reflect on the different ways that children learn. They then reflect these in their practice. There are three characteristics of effective teaching and learning:

· **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 level of progress children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals.

Assessment

At Waterwells 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. Staff also take into account observations shared by parents and/or carers.

There is a transition report prepared by Pre-school staff that is shared with parents and future Reception teachers at the end of their Pre-School year.

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

At the end of Reception, 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 this profile are shared with parents and/or carers in the form of the end of year school report.

The profile is moderated internally (referring to the Development Matters *guidance*) and in partnership with other local and Greenshaw Learning Trust schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with parents and carers

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 progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.
Each Pre School child is assigned a key person. Staff will inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person will help ensure that every child's learning and care is tailored to meet their individual needs. The key person will seek to engage and support parents and/or carers in guiding their child's development at home. They will also help families engage with more specialist support if appropriate. Reception children will have a named class teacher.
Pre School children will use Tapestry to create an online learning journey to which parents and carers have a secure log to access their child's account.
All classes have a Dojo page for notices and information. In Reception, staff and parents will use the child's profile to share wow moments.

Safeguarding and welfare procedures

Covered in the school Safeguarding Policy.

Safe sleeping and Rest

Children in Pre-School and Reception do not have planned sleep times; however, it is recognised that a child may occasionally fall asleep during the school day. Where this occurs, the child will be placed to rest on their **back on a firm, flat surface** in a safe, appropriate space free from loose items or hazards. Staff will ensure the child remains within sight and/or hearing at all times and is never left unattended. Staff will perform and record **regular checks (at least every 10–15 minutes for Pre-School and Reception)**

to verify that the child is breathing normally, comfortable, and at an appropriate temperature. Parents/carers will be informed that their child slept during the session. If a child regularly falls asleep during the school day, staff will discuss this with parents/carers to ensure their individual needs are appropriately supported.

Reviewed 09 November 2026