



Ellenbrook  
COMMUNITY PRIMARY SCHOOL

# Ellenbrook Community Primary School

Longwall Avenue, Ellenbrook,  
Worsley, M28 7PS



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## Early Years Foundation Stage Policy

Date	Review Date	Coordinator	Responsible Body
08/06/2023	08/06/2024	EYFS Phase Lead	Full Governing Body

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.”*

**Statutory framework for the Early Years Foundation Stage. (September 2021)**

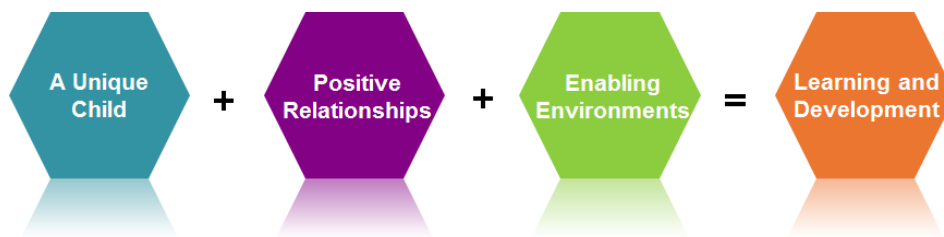
The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Ellenbrook Primary School children are admitted to our Nursery in the September following their third birthday and our Reception in the September following their fourth birthday.

### 1. Our Vision and Principals

Ellenbrook EYFS aims to provide a safe, nurturing and stimulating environment which supports all children to become happy, independent individuals with a love of learning. We aim to provide an enjoyable education where each child is valued and enabled to achieve their own highest possible outcomes. We aim to develop excellent relationships with parents and carers to build a strong partnership in supporting their children.

Early childhood is the foundation on which children build the rest of their lives. At Ellenbrook Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The Early Years education we offer at Ellenbrook is based on the following principles:



- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points with content that matches the needs of our children and their interests.
- It provides activities and opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It acknowledges the importance of a full working partnership with parents and carers.

### 2. Structure of our EYFS

Our Early Years Foundation Stage at Ellenbrook is made up of;

- A full-time 30 place Nursery with a teacher and two full-time teaching assistants.
- A full-time 60 place Reception. The reception children are in two classes with a teacher and teaching assistant in each.



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### 3. Learning and Development

Staff consider the individual needs, interests, and stage of development of each child at Ellenbrook and use this information to plan a challenging and enjoyable curriculum for them in all the areas of learning and development. There are seven areas of learning and development that are covered in the EYFS:

#### Prime Areas

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

#### Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We recognise that all areas of learning and development are important and inter-connected. The prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Our Nursery focuses strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

At Ellenbrook, each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. We believe play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. We feel that children learn by leading their own play and by taking part in play which is guided by adults. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We recognise that the environment plays a key role in supporting and extending the children's development and the children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects interests and abilities of the cohort. We use materials and equipment that celebrate the community that the children come from and the wider world. Staff encourage the children to make their own selection of the activities on offer as we believe that this promotes independent learning. Lots of the resources available within provision are open-ended to encourage imagination and creativity. We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.
- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### 4. Planning

Staff plan activities, experiences and continuous provision for children that enable children to develop and learn effectively. Our EYFS curriculum is planned using a thematic, cross-curricular approach and we use high quality



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texts to introduce these. This planning is flexible and is enhanced on a weekly basis to include children's own interests and questions. The new EYFS framework places a strong emphasis on early language and extending vocabulary and we ensure that these skills are embedded and developed across all seven areas.

Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Children's current interests are identified regularly and practitioners plan and evaluate day-to-day, enhancing the provision where necessary. Where a child may have a special educational need or disability, staff consider whether specialist support is required and make links with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Staff in both Nursery and Reception are timetabled each week to be 'In the moment'. This is a child-centred planning and assessment approach which encourages children to explore and learn by providing them with a safe and enabling environment to support their interests and then extend on this when needed. This allows crucial moments to be captured and extended there and then. When appropriate these teachable moments are then written up into each child's individual learning journey, however, the most important part of this time is for our adults to be in the play with the children helping to support and further their learning.

### 5. Assessment

Ongoing assessment is an integral part of the learning and development process at Ellenbrook. It involves practitioners observing children and working together on focus activities to understand their level of achievement, interests and learning styles. Assessment is recorded in our class floor books and children are identified if they are working below or above expectations. In the moment planning is also part of our ongoing assessment and teachable moments from the week are fed back to class teachers and key moments are recorded in a child's individual learning journey. Our current phonics scheme, Little Wandle, also has regular assessment points where the children's learning and recall is assessed. Any children who need further support are identified via this assessment and catch up groups are formed.

At the beginning of Reception the children in Reception take part in the statutory Baseline test which is an activity-based assessment of pupils' starting points in language, communication, literacy and mathematics. Teachers use observations alongside this to determine the children's individual starting points and plan accordingly.

At Ellenbrook we recognise the importance of language and communication and we use the WellComm toolkit to identify children in Nursery and Reception that need extra support. Once a profile has been drawn up for each child, focused teaching and intervention activities are delivered to meet individual needs. The children are then re-assessed the following term to determine progress and new targets.

Alongside this we also use Nuffield Early Language Intervention (NELI) in Reception to improve children's language and early literacy skills.

In the final term of Reception the statutory EYFS Profile assessment is completed for each child. The Profile provides parents and carers, practitioners and teachers with a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to the 17 early learning goal (ELG) descriptors.

Children will be given a judgement against each of the areas of learning, based on teacher observations, assessments, and discussions with parents/carers. For each Early Learning Goal, teachers will judge whether a child is



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- Expected – meeting the level of development expected at the end of the EYFS
- Emerging – not yet reaching this level.

Children will be defined as having achieved a 'Good Level of Development' if they achieve at least the expected level in the 3 prime areas of learning (communication and language; physical development; and personal, social and emotional development) and the specific areas of mathematics and literacy.

Parents and carers are kept up-to-date with their child's progress and development. Children in the EYFS have two parent's evenings in the school year but we have an open-door policy and practitioners address any learning and development needs/celebrations in partnership with parents and carers on a daily basis. At the parent meetings we share each child's individual profile which includes observations, work completed during focus activities and "WOW" achievements from parents. At the end of the year, parents/carers receive an annual written report that offers brief comments on their child's progress in each area of learning and, for Reception children, the level they were awarded in each.

### 6. Transition to Ellenbrook

We are very proud of our thorough transition arrangements for children starting at Ellenbrook Primary School. We realise that starting school can be a difficult time for young children and plan this time carefully to ensure children settle in to their new class quickly and happily.

#### Induction meetings

Parents/Carers of both Nursery and Reception are invited to an Induction Meeting in the Summer Term, before their child starts at Ellenbrook. This is an opportunity to meet their child's new teachers and other key staff. At this meeting staff also

- Present parents with a copy our Early Years brochure that includes important information on the Early Years curriculum, things the children will need and information about our after-school club.
- Explain about uniform, PE kit and waterproof clothing
- Discuss school lunches and provide examples of current menu (Nursery will also explain their healthy snack system)
- Answer any questions parents might have about starting school
- Talk to the parents about the school and Government expectations at the end of the EYFS.

#### Stay and play sessions

Nursery and Reception children are also invited to a taster session at school in the summer term, before their official start date. On the day, staff are on hand to meet and greet parents with their children and answer any questions they might have. The Nursery have two 'stay and play' sessions for one hour with parents staying for the first session and then the children are encouraged to attend the second session on their own. Reception sessions are all day where children are dropped off and experience a full school day – there are usual three days to this transition. It is a brilliant opportunity for children to become familiar with their classroom and teacher before their start date.

#### Home/Nursery visits

Nursery parents have a home visit where two members of the Nursery team will visit the child in their home environment to build relationships and share information on what will happen in the first week. Our new Reception children are visited in their current setting, whether this be another Nursery or home. We have created good links with our main feeder nurseries and transition meetings with their staff are carefully arranged.

#### Phased induction



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Our phased start in Nursery encourages children to gradually gain confidence in their new environment. The most important part of this process is making children comfortable and allowing them to experience the fun and exciting surroundings that we offer. We have found this to be most successful when children start in small groups. Each child initially attends for just the morning/afternoon before starting full time on day three. All children are full time in our Nursery by the third week.

With our Reception children, we find that it is best for them all to start at the same time, encouraging parents to bring their children for full days from day one. Parents are invited to settle their children in the mornings for the first couple of weeks but we actively encourage independence and by October half term, we aim for children to be coming into class independently. Throughout both the Nursery and Reception Year we aim to build up involvement in whole school life – we will help the children to become familiar with all parts of the school, introduce them to all the teaching and support staff and share the lunchtime hall with other pupils.

### Special Educational Needs

For children with special educational needs we use the school’s SEN transition grid document which can be seen on our website.

<https://www.ellenbrookschoo.com/docs/school-policys/ellenbrook-sen-transition-june-2018.pdf>

## 7. Working in Partnership

At Ellenbrook, we recognise the importance of working in partnership and how this has a huge impact on the effectiveness of our EYFS setting. We value our partnerships and endeavour to actively maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals. Within our role of enabling partnerships we:

- Meet regularly as an EYFS team to discuss assessments, planning, individual children, research and new initiatives.
- Hold parent workshops on relevant areas of children’s development e.g. maths, reading, phonics.
- Work closely with our feeder nurseries to ensure smooth transitions
- Meet with other Nursery and Reception teachers every half-term through our Worsley cluster meetings.

## 8. Safeguarding

In the EYFS we adhere to the school’s safeguarding policy. Safeguarding is the responsibility of all staff and all staff are trained appropriately. The school has a designated safeguarding officer to whom concerns can be raised and managed.

<b>Headteacher:</b>	Roger Blackburn	<b>Date:</b>	08/06/2023
<b>Chair of Governors:</b>	Suzanne Charlesworth	<b>Date:</b>	08/06/2023
<b>Policy Number:</b>	EB-FGB-09g – Early Years Foundation Stage Policy		

