



EYFS Position Statement 2024

Intent of our EYFS curriculum

At Westvale Primary our vision is to create a school that encourages all its pupils to **Strive for Excellence and Care for All**. We want to help each child to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding. Westvale ensures that children are well prepared for life in modern Britain. This begins by laying solid foundations for each child in the Early Years Foundation Stage (EYFS) and building upon this foundation as they progress through to Key Stage One and Two.

The EYFS Statutory Framework (2021) States:

"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. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

EYFS is based on four overarching principles.

A Unique Child
Positive Relationships
Enabling Environments
Learning and Development

At Westvale we cultivate independent, resilient, resourceful learners while fostering curiosity and a love for learning through embedding these four overarching principles in our EYFS. We are an EYFS with high expectations of our children. We embrace open-ended learning and creativity, encourage independence in all areas and aim to motivate children to learn and also teach children how to learn. The process of learning is valued over the end product, which means that children are able to be truly creative and express their unique personalities - we do not want 30 identical pictures or models in our classrooms! Everything we

do in the EYFS builds on the foundation that parents have already built for their children.

Implementation of our EYFS curriculum

Admissions

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Westvale Primary School EYFS, we have one Nursery class (3-4) and one Reception (4-5) class.

At Westvale Nursery, places are offered to pupils on three intakes across the year; September, January and April. Children can attend the intake after their third birthday. For example, if a child turns three in June, they will be offered a place on our next intake in September. Our Nursery can cater for 26 children and this number can be met from children utilising morning places or afternoon places as part of the 15 hour offer or all day using the 30 hour offer. For children utilising the 15 hour offer, parents are provided with a choice of morning (8.30am – 11.30am) or afternoon (12.30pm – 3.30pm) for their child to attend across five days. Parents must complete a Nursery Admission form from the school office to apply for a place.

Please read the following document for more information regarding Nursery admissions: [Metropolitan Borough of Knowsley Education Improvement Team 2023/24 school nursery class admission arrangements for community primary schools and primary academies adopting the local authority admission arrangements.](#)

Our Reception class offers 30 places, which are allocated by the Knowsley Metropolitan Borough Council. All children have to make a separate application to Reception and are not guaranteed a place having been admitted to the Nursery.

Please read the following document for more information regarding school admissions: [Metropolitan Borough of Knowsley Education Improvement Team 2023/24 school admission arrangements for community primary schools, primary academies adopting the local authority admission arrangements and secondary academies adopting the local authority admission arrangements.](#)

A Unique Child

At Westvale Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates, displaying a variety of characteristics of effective learning. Children's attitudes and dispositions to learning are influenced by feedback from others; we use constructive praise and encouragement to encourage children to develop a positive attitude to learning. We encourage a growth mind-set in all pupils, providing a safe learning culture where children know that making mistakes is useful in helping us learn. All children's ideas and contributions are valued equally.

Inclusion:

In our school, every child matters. We give our children every opportunity to achieve their best, by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We support children with all types of SEN by reflecting on their needs and providing the resources and support needed. This may include; additional adult support, extra small group sessions, equipment such as pencil grips or visual aids.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, whilst developing their self-esteem and confidence;
- Taking into account the characteristics of effective learning, helping us to reflect on how children learn best;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contributions of all children are valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Adopting assessment for learning (AfL) strategies throughout our teaching;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

- Monitoring children's progress and taking action to provide support as necessary.
- Children will receive specific bi-lingual, language and SEN support as required.

[Please read our whole school SEND Policy for more information.](#) Where PPP's are referred to in this policy, please note that our EYFS uses Play Plans.

Positive Relationships

Key Person

Upon admission to our EYFS, each child will be assigned a key person. The key persons, role is to help ensure that each child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Parent Relationships

We value and actively encourage the involvement of parents in school. Parental involvement with school begins even before the children start Nursery or Reception with a home visit, and or an invitation to visit the school and meet their child's teacher. The children are given the opportunity to stay and play and parents are invited to an evening presentation by the class teacher.

Parent's consultation meetings are held in the autumn and spring term at which parents are invited to discuss their child's progress. A report is sent out at the end of the summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher or Foundation Stage Leader or the Head teacher. Parents are kept informed of all happenings in the school by regular newsletters, notices on the windows, memos on Tapestry, school website information, updates on Twitter and notices in the designated parent's board. Parents are invited to various assemblies and functions throughout the year. We operate an open door policy for short messages and communication at drop off and collection however, if you require a longer discussion, please request an appointment with your child's teacher through the school office.

Enabling Environment

At Westvale Primary, we recognise that children are unique and holistic learners, thriving within environments that support their individual and diverse motivations, interests and needs. The environment is designed

to foster independence and creative thinking through open ended opportunities for play with open ended resources. We offer inclusive spaces which are nurturing and supportive of all children, making adaptations where necessary. We believe children learn best when they are allowed to make decisions for themselves about where they learn, how they learn and who they learn with. We support this by allowing the children uninterrupted, extended time in continuous provision. We allow opportunities for movement and action, creativity and imagination, independence and collaboration through free access to outdoors and indoors during provision time.

Adults

Adults in our setting facilitate a positive, nurturing, and safe environment for our children with high expectations of all. The EYFS Framework 2021 states '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. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

The adult role in our EYFS

- Teaching
- Modelling learning and expectations
- Playing alongside children
- Acting as a key person
- Modelling vocabulary and speech
- Liaise with parents and outside agencies for the best interests of the child.

Welfare and Safeguarding

The EYFS takes its child protection responsibilities very seriously. Any concerns, which the setting has, will be noted and, if deemed necessary, will be reported to the DSL or relevant agency. The safety of the child is always of paramount importance.

We aim to protect the physical and psychological well-being of all children. ([See Whole School Safeguarding Policy](#)) and we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024. We understand that we are required to:

Promote the welfare of children.

Promote good health, preventing the spread of infection and taking appropriate action when children are ill.

Ensure that we monitor and rigorously act to ensure children have good oral health, recognising this to be a safety concern when they do not. Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.

Safeguard children, being alert to any areas of concerns in any area of a child's life and follow safeguarding procedures when concerns arise.

Ensure that the premises, furniture and equipment are safe and suitable for purpose.

Ensure that every child receives enjoyable and challenging learning experiences tailored to meet their individual needs.

Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Ensure that photos and videos taken for assessment and learning purposes are securely stored (only taken on school iPad/cameras and passwords applied to maximise security). Staff mobile phones and other electronic devices with imaging capabilities are not used in the classroom when children are present. They are switched off, placed in a cupboard and locked away while there are children in the setting.

Snack times

We have continuous snack available in areas based in the Nursery and Reception classes, shared by all children in the Foundation Stage. We regularly introduce new and exciting tastes to develop the children's pallet and minimize fussy eaters. We see snack time as a social event, a time where the children enjoy a drink of milk, piece of fruit and/or a light snack together. This is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. It also develops independence as the children are encouraged to serve themselves and clear up their fruit peel/cups.

Learning & Development

Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development. Birth to Five Matters (2021)

Playing and Learning -Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning -Motivation


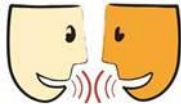


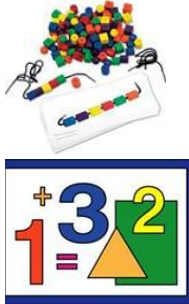


- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

Creative and Critical Thinking - Thinking

- Having their own ideas
- Making links
- Working with ideas

Planning

There are seven areas of Learning and Development in the September 2021 EYFS.

<p>Three Prime Areas</p>	<p>Personal, Social and Emotional Development</p> 	<p>Communication & Language</p> 	<p>Physical Development</p> 	<p>There are seven areas of Learning and Development</p>
<p>Four Specific Areas</p>	<p>Literacy</p> 	<p>Mathematics</p> 	<p>Understanding the World</p> 	<p>Expressive Arts & Design</p> 

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. All areas are delivered through a balance of adult led teaching, focused activities and child-initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books, computers and equipment. We achieve this by planning to meet the

needs of boys and girls, children with special educational needs, children who are less or more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Our bespoke early years curriculum meets the statutory requirements of the Early Years Framework while considering the context of our school, children's interests and their starting points. Planning is inspired by our literacy topic and enhanced to inspire and meet children's next steps in learning. Please see our EYFS curriculum documents for further information about our planning.

Cultural Capital

We endeavor to enhance and enrich the experiences of our children to give them exciting and memorable opportunities to draw upon and embed their learning, We do this through:

- Carefully planned educational visits
- High quality and diverse texts
- Visitors to the school
- Enhanced cultural experiences e.g. food and dress from other cultures
- Forest school and outdoor learning
- Community links

Assessment

Birth to Five Matters (2021) states:

- Observation, assessment and planning is part of professional practice.
- Summative assessment involves stepping back to gain an overview of children's development and progress.
- Reliable summative assessment grows out of formative assessment.
- An informed professional decision is based on a holistic view of a child's development and learning.

Please see our EYFS Assessment Policy for further information.

Transition

'High quality transitions recognise the importance of feeling "known". Key to a high-quality experience for all children in the early years is ensuring continuity between home, key people and all the settings that make up children's individual learning journeys. In today's society children may have many out-of-home experiences, through childcare, toddler groups, family day care and more than one nursery, and they

may appear to straddle change with ease. But while transitions may occur with great frequency, not all children navigate these comfortably or happily' Birth to Five (2021)

We recognise that some children are particularly vulnerable at times of transition and transition is a process involving open dialogue between school and parents and carers. Ways we support transition:

Home to EYFS

- Home visits
- Stay and play
- Parents meetings
- All About Me booklets
- Photographs and social stories for some children
- Phased intake

EYFS to Year One

- Whole assembly
- Teacher meetings
- Meet the teacher
- Reading buddies from KS1 and 2
- Transition day
- Photographs and social stories
- Using the EYFS alongside National Curriculum for the first term if appropriate.

Impact of our EYFS curriculum

The intended impact of the EYFS Policy is to ensure that children are happy, creative and confident learners and achieve their Early Learning Goals.

In addition, it is the intended impact that the children:

- Are taught by a passionate, motivated and committed team who see the uniqueness of every child and nurture their development.
- Access a vocabulary rich environment where children have access to and use challenging vocabulary.
- Demonstrate a love of books and reading and are able to apply their phonics knowledge to their reading and writing.
- Develop a love of mathematics and strong foundations in number sense and the recall of basic facts within 10.
- Are proficient in problem solving, spotting patterns and apply this to their learning,

- Have a sense of awe, wonder and curiosity about objects, people and places; showing a deep drive to know more about people and their world. To use senses to explore the world around them. They know the important role, they have in the future of the planet.
- Transition into Key Stage one with all of the knowledge and skills required to continue to be successful learners.