

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date	January 2018	Next scheduled review	February 2026
Governor approved	February 2025	Key person/people	SDHT
Model Policy		Model localised	Yes
Pupil leadership team review		N/A	

EARLY YEARS FOUNDATION STAGE – YEAR R

Contents

1. Aims	1
2. Legislation	1
3. Structure of the EYFS ~ Reception Year	2
4. Curriculum	2
6. Working with parents	3
7. Safeguarding and welfare procedures	4
8. Monitoring arrangements	4
Appendix 1. List of statutory policies and procedures for the EYFS	4

1. Aims

This policy aims to ensure:

That children access a broad and balanced curriculum that gives them the comprehensive 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 at least good progress and no child gets left behind

Close partnership working between practitioners and with parents and/or carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67222/early_years_foundation_stage_eofsf_statutory_framework.pdf)

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS ~ Reception Year

At the Westgate School, the Reception year consists of two classes of 30 pupils. There are two Reception classrooms that can either be separated or joined by opening a sliding door. There are two connected outside learning environments that provide opportunities for best practice free flow outside learning.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the 2024 Statutory Framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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 – we use a systematic, synthetic phonics approach using the Bug Club programme

Mathematics

Understanding the world

Expressive arts and design

Characteristics of Effective Learning

Playing and Exploring

Active Learning

Creating and thinking critically

These learning dispositions underpin the EYFS curriculum and are modelled, taught and encouraged by all colleagues at The Westgate School in order to support all pupils to unlock their potential.

4.1 Planning

The EYFS curriculum is coherently planned to be challenging and ambitious in its aspirations for all children. It is carefully sequenced, building on foundational knowledge: what children know and can do, taking into account the different starting points of children. In planning and guiding children's activities, colleagues reflect on the individual needs, interests, and stage of development of children and use the 'Observation, Assessment, Planning' cycle to adjust their planning of next steps to ensure that children can reach the Early Learning Goals.

When planning, teachers recognise that the EYFS curriculum with its three prime areas of learning and the four specific areas of learning (see above) are often intrinsically linked and rarely taught in isolation. The Personal Development programme is carefully planned to ensure that children are given opportunities to learn social interaction, emotional regulation, and develop executive functioning and prosocial skills needed for future learning and success later in their education. Teachers consider carefully whether the skills and knowledge needed by children are best delivered through adult-led

activities, adults playing alongside and modelling, or through continuous provision. A careful balance of these three approaches is used daily. In planning, teachers take into account the need for inspiring learning environments as a way of delivering the curriculum, enabling children to be engaged and sustain high levels of concentration.

Alongside the requirements of the EYFS curriculum, The Westgate Golden Threads also inform curriculum planning to provide an ambitious curriculum distinctive to The Westgate School. Teachers collaborate with colleagues from all phases and in particular Key Stage 1 teachers to ensure that children are ready to progress further when starting Year 1.

Central to planning is a sharp focus on the development of early literacy and the introduction and consolidation of new vocabulary through structured adult-led activities delivered daily, such as Drawing Club and Helicopter Stories and the choice of high-quality texts. Synthetic phonics is taught using the programme Bug Club, which is also taught at Key Stage 1. Children are introduced to phonics early, as part of a structured programme to learn how to read. Planning for reading ensures that children acquire a love of books and are encouraged to view reading as a pleasurable activity. Visits to the school library are planned, and children take home three books each week: one e-book linked precisely to their phonics, a book accessible at their level of reading, and a book chosen from the library to be read for pleasure. Planning for early maths and numeracy skills is also a priority, often with a balance of adult-led activities to introduce a mathematical concept which is later consolidated through activities set up for child-led learning. Children's development of fine and gross motor skills is developed through a planned programme that is delivered daily.

Observations of children's learning ensure that in-the-moment adaptations are made to inspire, challenge, and support. Where children are at risk of not meeting early learning goals, additional intervention is put in place in a timely manner, and outside agencies are contacted if needed to ensure that children, including those from disadvantaged backgrounds and those with SEND, are given every opportunity to achieve the best possible outcomes.

4.2 Teaching

Teachers use several approaches to deliver the curriculum: through adult led learning, modelling, and playing alongside and through developing and provoking child-initiated learning. All adults working in EYFs, including teaching assistants, are expected to understand these strategies and recognise when these approaches need to be adopted to optimise opportunities for pupils to learn new knowledge or skills. Teachers also practise the School's core pedagogy, recognising that children learn through planned high quality talk, modelling of high quality vocabulary, clear learning objectives linked to meaningful activities.

4.3 Inclusion

We value the diversity of individuals within the school. All children at The Westgate School are treated fairly regardless of race, gender, religion, ability or any other protected characteristic. We give our children every opportunity to achieve their best. We do this by taking account of our children' range of life experiences when planning for their learning. Teachers create an environment which is emotionally safe to ensure that children with SEND or Disadvantaged, including children who are looked after or post looked after, are given every opportunity to thrive and make good progress in line with their peers. Reasonable adjustments to support children with SEND are put in place as part of a graduated response, in consultation with the School's SENCO, and are reviewed regularly, aiming for increased independence at a pace suitable for individual need and stage of development.

5. Assessment

At The Westgate School, ongoing assessment is an integral part of the learning and development processes. Colleagues observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future objective led planning and ensure that children who are at risk of not meeting the Early Learning goals are given additional support so that gaps in learning are minimised. Practitioners also take into account observations shared by parents and/or carers using our on-line 'Tapestry' programme.

In line with statutory requirements, colleagues complete the reception baseline assessment using practical resources and tasks in the Autumn term.

At the end of the Reception Year, colleagues 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

or,

Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the EYFS profile are shared with parents and/or carers during the end of the Summer Term.

End of Year R Teacher Assessments are shared with Year 1 class teachers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between home and school. We value working in partnership with pupils' parents/carers. Some ways we work in partnership are:

- Home visits and transition sessions allowing colleagues to talk to parents about their child before their child starts in our school.
- Offering both parents and pupils the opportunity to spend time in the Early Years Foundation stage unit before starting school.
- Regularly sharing pupils' 'Learning Journey' with parents and valuing their on-going contributions using our Tapestry electronic journal.
- Offering at least two opportunities a year to meet and discuss their child's learning and development.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents.
- Partners in Learning events to provide Curriculum updates.

Parents and/or carers are regularly kept up to date with their child's progress and development.

Key workers

All pupils are assigned a key person when starting in Reception and parents are informed who their child's key person is, explaining their role, when their child starts attending our school.

All colleagues teaching in the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. We take all necessary steps to keep children safe and well by providing a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence. It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist.

8. Monitoring arrangements

This policy will be reviewed annually.

At every review, the policy will be shared with the Governing Board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy