



Our Values and Vision

In Wembury Primary School every child is valued as an individual. Children's intellectual, creative and physical abilities, talents and skills are recognised, challenged and nurtured, so that they become confident lifelong learners. This is summed up in our school motto, *'Life for Learning for Life...'*

Our Early Years Ethos

We are a warm, caring team where achievement, success and individuality is celebrated. We want our children to feel safe, secure and valued in an atmosphere which enables them to fulfil their true potential.

We provide a wide range of opportunities for learning; friendship, teamwork, laughter, challenge, creativity, sport and well-being. Wembury Primary values the strong links with parents, carers and the community to ensure the success and happiness of every child.

We are proud that our Early Years is a special place to be.

Introduction

At Wembury Primary School we use the term Early Years Foundation Stage (EYFS) to refer to the time from when a child enters school in Foundation, either full-time or part-time, to the end of the Foundation year. (Please refer to admissions/induction policy for details.) This early development and learning is a distinct phase in each child's education and should provide an essential and firm foundation for their future school life.

"Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

Early Years Foundation Stage Profile, Department for Children, Schools and Families 2012.

Principles

The EYFS is based upon four principles:

1. **A unique child.** 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 and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.
2. **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
3. **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
4. **Learning and development.** The Early Years Foundation Stage is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and think independently and in partnerships. The environment is set up in learning areas where children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At Wembury 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.

Approach

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning and development, ensuring that parents, guardians, pre-school staff and childminders work effectively together with school staff for a smooth transition to support the learning and development of the children.

Aims

It is every child's right to grow up in a safe, healthy environment whilst enjoying their learning, achieving high expectations, making good progress across the curriculum and making a positive contribution to our school family. The overarching aim of the EYFS is to help young children achieve these outcomes.

- We will provide a rich and creative, broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.
- Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.
- We provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provision of a broad, balanced, relevant and creative curriculum, based on the context and needs of our children, that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Respect each child as an individual; use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents, carers, families and the wider community and value their contributions in supporting their child, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.
- Provide opportunities for children to lead their learning and thinking, developing class projects and individual projects around children's interests, questioning, talents and skills, whilst maintaining a balanced approach to the curriculum.
- The EYFS team follow the whole school rewards and behaviour policy and procedures.

Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

Additionally, there are four specific areas of learning:

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

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Focused support and challenge
- Creative and critical thinking

Observation, Assessment and Planning

Effective planning is the key to making children's learning purposeful, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning demonstrates how the principles of the EYFS are put into practice and is always informed by observations we have made of our children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around topics/stories and the children's interests. These plans are used by the EYFS team as a guide. However, we may adjust these in response to the needs of the children and their responses, or interests, as the skills, knowledge and learning progress over time.

We make regular assessments of children's learning and this information is paramount to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and other adults as appropriate. These observations may be recorded on Tapestry (on-line learning journey) and shared with parents in real time. Parents and Carers are given the opportunity to meet with the Foundation Stage Team, informally as needs require and formally, each term. At the end of the third term, we provide a written report summary in relation to the children's early learning goals to parents and carers.

Learning Through Play

At Wembury Primary School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led activities would provide the most effective learning opportunities. In addition, we always have one of our members of staff working as an interactor alongside children's play to move thinking and learning to the next level through questions, role modelling and/or partnership learning. We also come together at least twice a day for class based or group learning which focuses on key skills and knowledge including the teaching of Phonics for Reading and Writing and Mathematical Skills. We ensure there is a good balance and varied mix of child initiated and adult directed learning opportunities.

The Induction Process

During the Summer Term, prior to starting school or the following September, the following visits are conducted:

- Foundation staff will visit pre-school settings from which September's intake will be taken.
- Where possible, foundation staff will visit each child in their home environment in July or September during the first week of term.

- Each child will be invited to spend some time at Wembury Primary School for a series of “Play and Stay” sessions prior to entry.
- Parents will be invited to a ‘Welcome’ meeting once school places have been allocated.

When children join the school, we recommend the following procedures in order that they can gradually adjust to their new surroundings but we also do not discriminate towards parents that require their child to start full time.

- During the first week, children will attend for the morning session only.
- During the second week, children will attend for the morning session and lunch only.
- During the third week and thereafter, children will attend for the full school day unless Foundation staff, the Headteacher and parents or guardians agree that it is not in the best interests of an individual child.

Home and School Links

We recognise that parents and carers are a child’s first and most enduring educators and we aim for the school and parents and carers to work closely in the Foundation team. This has proven to have a very positive impact on a child’s development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school’s expectations in a Home School Agreement.
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will hold a phonics and maths meeting after settling in to show parents and carers how we teach and how to help at home.
- We will send home a “Home School Book” designed to enable Foundation staff and parents or carers to communicate daily when needed.
- We will publish a theme topic/project leaflet detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an “open door” policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will arrange a meeting with parents and carers to discuss them.
- We will conduct family learning events for parents and carers to enable them to be familiar with the teaching methods used in school to celebrate achievements.
- We will conduct a further parent consultation late in the year to inform parents and carers formally of a child’s overall progress and achievements.
- Throughout the year, we will invite parents and guardians to visit the school informally in order to fully appreciate the work that has been produced and/or to attend celebration events/concerts.

Intimate Care

“Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing after PE and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene, and it is good practice for the school to inform the school nurse of all children requiring intimate care. We do encourage parents and carers to ensure that their child is as independent as possible prior to entry to our Foundation Stage. This is to empower

the child in their learning and independence for this exciting stage in their lifelong learning journey.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins the Foundation class.

Inclusion and Equal Opportunities

Children with Special Educational Needs or Disabilities will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. My Plans and Provision Maps identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs and Disability Policy. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for signposting/arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide access to all aspects of learning for all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability. We will ensure that every child is valued as an individual.

All staff are role models and are aware of the influence they have in promoting positive attitudes they use that influence to challenge stereotypical attitudes.

At Wembury Primary School we are extremely proud of our inclusive approach to teaching and learning and our partnerships with parents and the wider community to ensure the very best for all children.

Monitoring and Evaluation

The Head Teacher and EYFS leader, alongside the school Governors and Trustees, are responsible for monitoring and evaluating the Early Years provision and learning. The EYFS are subject to regular moderation by Devon Early Years Advisors to ensure teacher judgements of attainment are accurate and justified. At the end of the Foundation year the attainment of every child is reported to the Government by means of an 'EYFS Profile'. This gives a picture of the learning and development through the Early years for each child (with some exceptions) and is made by teacher judgement. All documentation and data is used to inform teaching and learning, provide relevant information for a smooth transition to the next year group or setting, and to highlight staff training and development needs, linked to the School Development Plan.



CURRICULUM INTENTIONS		Our Values and Expectations	'Life for Learning for Life ...'							
			Embracing Excellence			Celebrating Diversity		Nurturing Individuality		
			Enjoyable	Stimulating	Respectful	Challenging	Safe	Lifelong Learners		
		Curriculum Drivers Our Learning Curriculum	Oracy							
			Reflective	Relationships	Resilience	Resourceful	Risk Taking			
		Our vision for the curriculum at Wembury Primary School	In Wembury Primary School every child is valued as an individual. Wembury values music, the arts and creativity, which are important for the development of the whole person.	The EYFS curriculum informs the knowledge and skills content of the curriculum. Wembury designs the curriculum so that it is engaging, relevant and exciting to our pupils.	Areas of learning, whether taught discretely or integrated within topics, engage pupils and provide a clear context for learning.	Wembury encourages and supports children to be enquiring, independent thinkers, to enjoy challenge, be prepared to take risks, be confident, take opportunities and develop resilience.	Wembury pupils' intellectual, creative and physical abilities, talents and skills are recognised, challenged and nurtured.	Wembury pupils share and celebrate their learning with each other, their families and the wider community.	Wembury pupils are lifelong learners who are equipped to succeed as adults in a changing world.	Teaching staff are empowered to design a creative, engaging curriculum that is enjoyable to teach and inspires learners, including using the local environment and outdoors.

IMPLEMENTATION	CURRICULUM DELIVERY	EYFS	EYFS Communication and language	EYFS Physical Development	EYFS Personal, Social and Emotional Development	EYFS Literacy	EYFS Mathematics	EYFS Understanding the World	EYFS Expressive Arts and Design				
			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			Creating and thinking critically- children have and develop their own ideas, make links between ideas, and develop strategies for doing things				
		STIMULUS HOOK				EXPERIENCE - IMMERSION - EXPLORATION - INVESTIGATION - INQUIRY				CELEBRATION AND SHARING OF OUTCOMES			
		The Learning Environment		Assemblies		Visitors		Educational Visits		Experiences		Events	Partnership working with parents and carers
		Extra-Curricular Activities		Community Events		Partnership working with other schools		Community Expertise		Developing Pupil independence		Class Rewards	Responding to the News
	TEACHING (PEDAGOGY)	Enquiry Based Learning		High Expectations			Consistent Practice		Challenge for All		Excellent Subject Knowledge		
		Working Walls		Vocabulary Rich			Responsive to needs and interests		Reflective		Shared Expertise		
		Mastery		Application of prior learning			Progressive		Enjoyment		Collaborative		
		Risk Taking		Learning Skills: 5 x Rs			Breadth and depth		Pupil Led		Oracy		
	ASSESSMENT	Marking and Verbal Feedback		Whole Class Celebration and Feedback			Elicitation Tasks		Continuous observations		PIRA AND PUMA tests		
Next step marking where appropriate		Self & Peer-Assessment			Pupil Progress Meetings		Pupil Conferencing		Tracking Progress Over time				
EYFS Reception Baseline		Tapestry On-line Journal			EYFS Profile (end of year)		Termly Phonics Checks		Moderation WEST/Devon				

IMPACT	ATTAINMENT AND PROGRESS	Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent, Independent Orators and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.	Wembury pupils make good progress, which is at least in line with national expectations; they are supported and challenged to achieve their very best.
	KNOWLEDGE AND SKILLS		Knowledge and skills are embedded across the curriculum through an exciting and purposeful curriculum and a structured framework for learning; pupils make links in all of their learning. Wembury pupils are confident and successful learners who demonstrate resilience. The school's values, expectations and ethos drives the curriculum, with the Learning Skills promoted, explored and celebrated at all opportunities.
	READINESS FOR THE NEXT STAGE OF EDUCATION		Wembury pupils live out their learning and behaviour in and around school; they understand how their choices impact on themselves and others. Wembury pupils leave primary school with the skills, knowledge, determination and positive behaviours which enable them to flourish in the next stage of education, encouraging them to be naturally inclusive and responsible global citizens.