



WILLOW
BROOK
PRIMARY

EYFS Policy

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Reviewed Annually

Early Years Foundation Stage (EYFS) Policy

Introduction

The Nursery and Reception classes at Willow Brook Primary School offer Early Years education for children aged 3 to 5 years. The Nursery provides a foundational introduction to various pre-school learning activities, with this knowledge being progressively built upon, supported, and extended throughout the year to prepare children for full-time education in Reception.

Individualised Learning Approach

From the moment a child begins their journey in our Early Years setting, we ensure that their learning experience is tailored to meet their individual needs. We focus on helping each child become familiar with the school environment, fostering a settled relationship between the child, their family, and the school. Our Early Years staff work closely with families, supporting and guiding them in their child's development at home, and, where necessary, helping them access more specialist support.

Nursery Sessions and Fees

Children in Nursery can attend morning, afternoon, or full-day sessions. A qualified teacher, along with Nursery Nurses and Learning Support Assistants (LSAs), leads these sessions. Additional sessions are available at a cost of £25 per session, plus £3 for the lunch hour. For children with the 30-hour code, the lunch hour is charged at £3. Those using the 15-hour entitlement can pay £25 for any additional sessions needed.

The allocation of full-time spaces is dependent on the number of part-time children attending each session and the available space during lunchtime, with final decisions made by the school.

Core Values and Educational Pillars

At Willow Brook, children are part of the broader school community within The Griffin Schools Trust. From the start, children in the Foundation Stage are introduced to the school's core values, which are grounded in the Philosophy for Children:

- **Caring**
- **Creative**
- **Collaborative**
- **Critical**

These values are reinforced by the three pillars of The Griffin Schools Trust:

- **Proud Traditions**
- **Wide Horizons**
- **High Achievement**

Aims of the Early Years Foundation Stage

Our Early Years Foundation Stage aims to develop the whole child across personal, social, emotional, intellectual, physical, and aesthetic domains.

- **Personal, Social, and Emotional Development:**
 - Offer a safe and secure environment where each child feels valued and cared for.
 - Foster stable relationships, a sense of responsibility, and consideration for others.
 - Encourage a positive self-image, independence, confidence, and control.
 - Promote an understanding of cultural diversity and equality.
- **Intellectual Development:**
 - Provide a stimulating environment that encourages learning through first-hand experiences.
 - Enhance language use, stimulate curiosity, and promote active learning and self-evaluation.
- **Physical Development:**
 - Support the development of coordination, control, manipulation, and movement.
 - Offer opportunities for both fine and gross motor skill development in indoor and outdoor settings.
- **Aesthetic Development:**
 - Foster creativity, imagination, and expressiveness through a variety of artistic media and activities.
 - Provide opportunities for sensory exploration and self-expression.
- **Smooth Transition from Home to School:**
 - Consider the child's prior pre-school experience and involve families in easing the transition into school life.
 - Encourage family engagement in the child's learning journey, offering opportunities for sharing expertise and experiences.

Learning and Development

Our Foundation Stage curriculum is comprehensive, focusing on the holistic development of each child. Active learning through hands-on experience is central to our approach, with activities tailored to meet the diverse needs of each individual.

Characteristics of Effective Learning

We incorporate the three characteristics of effective teaching and learning in our curriculum:

1. **Playing and Exploring:** Children investigate, experience, and engage in activities with curiosity.
2. **Active Learning:** Children are given the time and space to focus, persevere, and take pride in their achievements.
3. **Creating and Thinking Critically:** Children are encouraged to develop their ideas, make connections, and devise strategies for problem-solving.

Areas of Learning

The curriculum is organised into seven areas of learning, divided into Prime and Specific Areas:

Prime Areas:

1. **Communication and Language:** Focuses on providing a rich language environment to develop confidence and expressive skills.
2. **Physical Development:** Encourages physical activity and healthy choices, enhancing coordination and movement.
3. **Personal, Social, and Emotional Development:** Supports positive self-esteem, social skills, and emotional regulation.

Specific Areas:

1. **Literacy:** Involves reading, writing, and phonics to ignite interest in language.
2. **Mathematics:** Develops skills in counting, numbers, shapes, and problem-solving.
3. **Understanding the World:** Explores the physical world, community, technology, and the environment.
4. **Expressive Arts and Design:** Encourages creativity through various artistic and sensory experiences.

Planning and Organisation

At Willow Brook, our planning is sequential and thoughtfully tailored to the needs and interests of the children. Storybooks play a vital role in our approach, serving as a cornerstone of our curriculum. The children are deeply engaged in the narratives, and these stories not only fuel their imagination but also inspire our ongoing planning, ensuring that each step in their learning journey is both meaningful and captivating.

Admissions

Families are encouraged to apply for a Nursery place for their child by their second birthday, with places offered from the term after the child turns three, subject to availability. Reception places are applied for through the local authority's admissions department.

Transition and Support

We carefully plan transitions into Nursery and Reception to ensure they are smooth and supportive, involving families at every stage. This includes taster sessions, home visits, and induction meetings to help families prepare their child for school.

Safeguarding and Welfare

We are committed to ensuring the welfare and safety of all children in our care, in line with statutory requirements. This includes promoting health, managing behaviour, ensuring safe premises, and maintaining records and policies that support a safe and effective learning environment.

Healthy Eating and Intimate Care

Children are provided with healthy snacks daily, and meals are available for free in Reception. We encourage families to support their children in developing independence in personal care tasks before starting Nursery.

Behaviour Policy

At the start of each term, behaviour expectations are discussed with pupils in a manner appropriate to their understanding. Positive behaviour is encouraged and rewarded, fostering a supportive and respectful learning environment.

This policy reflects our commitment to providing a high-quality, inclusive, and supportive early education that lays a strong foundation for lifelong learning.