

Whinney Banks Early Years Foundation Stage



Whinney Banks Early Years and Foundation Stage

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. Good parenting together with high quality early learning provides the foundation children need to make the most of their abilities and talents as they grow. (The Statutory Framework for the Early Years Foundation Stage, DFE March 2017)



Our Vision

At Whinney Banks Primary School we know that giving our children the best possible start in life means developing their confidence and ability to **think, learn and speak** for themselves from the moment they start in early years.

We do this by incorporating, building upon and celebrating children's existing experiences and offering them new opportunities to increase their knowledge, understanding and skills.

We provide our children with real experiences of exploration, making choices, taking responsibility, facing challenges, thinking flexibly and learning how to learn. This supports them in developing resilience, stamina and a genuine love of learning.

Our rich and varied curriculum ensures that all children can be supported to achieve their potential and promotes future success.

Aims (Intent)

At Whinney Banks our children will learn to:



Be Brave

Explore and try new things and always be willing to have ago.

Children at Whinney Banks will have the resilience to embrace new challenges and learning with a positive mind set. They will see failure as an opportunity to grow and become confident in who they are.



Be Kind

Care about themselves, their families and their friends.

Children at Whinney Banks will understand the importance of being kind and how their actions can have an impact on themselves and others. They will develop good morals and values, celebrate differences and challenge injustice. Whinney Banks children will strive to be empathetic, compassionate and make a positive contribution to the community and wider world.



Be Proud

Have their own voice and know they are important.

Children at Whinney Banks will take pride in who they are, what they do and where they are from. They will believe there are no limits to their achievements and be motivated to make a positive contribution to the community and society.



Be Strong

Keep their bodies and minds healthy to help them grow.

Children at Whinney Banks will develop strong, healthy minds and bodies by learning about the importance of leading a healthy lifestyle. Through experiences, education, fitness and healthy eating, children will achieve emotional resilience, giving them the tools to succeed in life and rise to any challenge.



Aim High

Believe that if they keep trying they can achieve what they set out to do.

Children at Whinney Banks will be provided with a range of opportunities and experiences that will allow them to develop resilience, stamina and a love of learning. They will be encouraged to exceed expectations, know that learning has no limits, and develop a passion for life-long growth.

Our Curriculum (Implementation)

At Whinney Banks Primary we follow the curriculum as outlined in the **EYFS statutory framework and Development Matters** non-statutory curriculum guidance. Our rich and varied curriculum offers diverse, engaging activities to ensure that all children can be supported to achieve their potential and promotes future success.

Guiding principles

The Statutory Framework for the early years states **four guiding principles**, which shape practice in the early years and underpins our ethos at Whinney Banks. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **Children develop and learn in different ways and at different rates.**

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (*Statutory Framework, March 2017*).

Areas of Learning

“Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.” (Revised EYFS Statutory Framework 2021).

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected.

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

Parents are encouraged to share their experience of the child’s learning away from the setting to help us build a picture of the whole child.



Unique Child

Each and every child is unique and special

All children at Whinney Banks are embraced and celebrated for their uniqueness. Staff thoughtfully and sensitively ensure that the needs of all children are met and that children have a positive learning experience while in our care.

We work to ensure that children become resilient, self-assured, capable and confident individuals. We let children take risks in a safe environment. Activities are child led or adult focused following our curriculum and from children's interests. We strive to recognise all children's gifts and provide support to develop these further.

At Whinney Banks Primary School all children are treated fairly regardless of their race, religion or stages of learning.

As part of our policy to ensure that our provision meets the needs of each individual child we take account of any special educational needs and disabilities that a child may have. We have a lot of experience of supporting children with special needs and we positively celebrate each other's differences.

Respecting the uniqueness of each child helps them to establish their own sense of identity and to be proud of who they are and the things that separate them from everyone else.



Enabling Environment

Children learn best in a dynamic and fulfilling environment

At Whinney Banks, we believe that the environment plays a key role in supporting and extending children's development and learning. We provide a rich learning environment where children are able to move in and out of doors regularly and access a broad and balanced range of activities in both. Children are able to independently access resources and activities appropriate to their age and stage of development.

We continually observe and assess children to inform our planning so that activities are planned and resources are changed and enhanced on a daily basis to reflect children's needs and interests.

Children are able to engage in the world around them by spending time outside undertaking a range of physical activities. They are taught about identifying and managing risk. Children are also taken 'out & about' in the community where they develop their language and learning with real life experiences.

To ensure that our environment is dynamic and fulfilling we work with other agencies to seek innovative environmental solutions. We are an eco-friendly setting; modelling and teaching the principles of reduce, reuse and recycle to children.



Learning and Development

Children learn and develop in different ways and at different times.

At Whinney Banks Primary we recognise that children learn and develop in different ways and at different times and believe that play, talking and doing is at the heart of young children's learning and development.

Children's play reflects their wide ranging and varied interests. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is essential for children's development.

These opportunities for play take place both inside and outside of the classroom and are a mixture of child-initiated play and adult led activities linked to the areas of learning (as outlined in the EYFS Statutory Framework. September 2021).

Alongside new experiences, our children are given the time to repeat and practise some activities again and again to develop confidence, forge a deeper understanding and transfer skills and knowledge to their long-term memory.



Positive Relationships

Through positive and secure relationships, children learn to be strong, independent and secure.

In our early years, we provide a positive, nurturing and safe environment where children see excellent role models enabling them to develop secure relationships with adults and other children. Through positive and secure relationships, children learn to be strong, independent and secure.

Positive relationships at Whinney Banks are:

- Warm and give a sense of belonging
- Sensitive and responsive to the child's needs, feelings and interests
- Supportive of a child's own efforts and independence
- Consistent in setting clear boundaries
- Stimulating

Children and families are introduced to their child's teacher/key person and we positively encourage strong links with home to ensure that we respond sensitively to children's needs. We share children's developmental breakthroughs with parents and hold regular open afternoons and parents' events. Parents are invited to attend dance performances, Nativity performances and our end of year 'This is Us' celebration which showcases learning across the 7 areas of learning from across the year.

We follow the guidance in Safeguarding Children and Safer Recruitment in Education to ensure that appropriate checks are carried out on all staff and visitors. All staff are engaged in reflective practice and are motivated and supported to further raise their skills and qualifications.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older and as their development allows, the balance gradually shifts towards more adult-led activities. This helps children prepare for more formal learning, ready for year 1.

Children experience a wide range of activities through weekly outdoor learning sessions, PE lessons for both Nursery and Reception, PSHE lessons and weekly expressive art and design activities. Children also take part in regular 'out and about' experiences where they access their local community and learn essential life skills to support them in becoming confident and more independent as they grow up.

Assessment

At Whinney Banks Primary School, ongoing assessment is an integral part of the learning and development process and is at the heart of our effective early years practice.

Staff get to know the children they teach incredibly well and provide individual support to all children to ensure that they make progress towards the Early Learning Goals. Staff closely observe/assess pupils to identify their level of achievement, interests and learning styles. These assessments are used to shape future planning and ensure that it reflects identified needs.

Children's early language and communication skills are assessed when entering Nursery and Reception using Launchpad for Literacy and where there is a need, children take part in focused interventions to support them in keeping up with the curriculum.

As a school, we follow the Sounds-Write synthetic phonics programme from Reception to year 6. In Nursery, children are exposed to early phonics activities and games to ensure they are ready to access phonics as they move through school.

Evidence of progress and learning is collected and celebrated in photographs/videos, books, learning journals and learning lockers throughout the year. Both staff and children's contributions of evidence are equally valued. Any learning that takes place at home is also celebrated in this way.

Parents also play a key role in the children's learning journey and positive relationships are developed from when the children start.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff 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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Children's progress towards the Early Learning Goals is recorded throughout the year and shared with the Senior Leadership Team on a termly basis. Towards the end of the summer term the EYFS profile is completed and results of this are sent to the Local Authority. Children's progress is shared with parents termly at parent consultations and open afternoons. Parents receive a teacher report at the end of Reception, which shares their child's progress in all areas of learning in the EYFS profile.

We ensure our EYFS assessments are reliable through:

- our knowledge of the child gained through observations
- our environment which enables the children to develop to their full potential
- moderation across the EYFS team
- moderation with other schools

Next Steps (Impact)



Our children are well prepared for their next steps in learning. They have the confidence and ability to think, learn and speak for themselves; are happy and safe and have the skills and knowledge they need to transition into year 1.



Progress and attainment is measured across the year and against the Early Learning Goals, where we aim to meet or exceed national data for Good Level of Development. Most children in our early years make expected or better than expected progress from their starting points.



Our children learn and develop well and leave EYFS as brave, kind, proud and strong young people who aim high in whatever they do.



Our EYFS Team



Mrs Thorpe
Head Teacher



Mrs Wales
Assistant Head Teacher
SEND/CO



Mrs Colegate
Senior Leader/Nursery
Teacher



Mrs Garbutt
Reception Lead/ Teacher



Miss Biggs
Reception Teacher



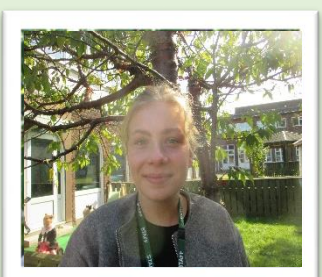
Mrs Hamari
Higher Level
Teaching Assistant



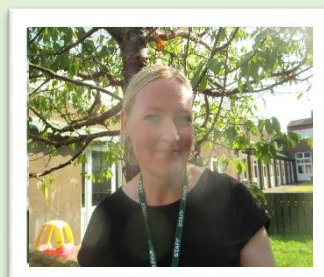
Miss Johnson
Teaching Assistant



Miss Cowan
Teaching Assistant



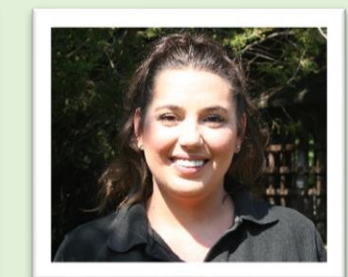
Miss Wheatley
Apprentice Teaching
Assistant



Mrs Coakley
Teaching Assistant



Mr Summers
Teaching Assistant



Mrs King
Teaching Assistant



Miss Brems
Teaching Assistant



Miss Pallent
Teaching Assistant

Pastoral Care & Safeguarding

It is the responsibility of the staff to be as concerned about the welfare and safety of the children as with their educational progress. Our Safeguarding Policy outlines the policies that we follow including our Child Protection Procedures. These are available in school and on the school website. To help make school as safe as possible, we seek to keep all doors shut during the school day. Parents wishing to enter the school should use the main entrance under the clock tower.

It is of great help to your child's teacher if you let them know if there are reasons why your child may need especially sympathetic attention (e.g. recent illness, serious illness of a close relative, marriage breaking up etc.)

For our part, if we are concerned about your child's behaviour or general wellbeing, we will contact you to discuss this further. If you do have any concerns about your child please contact your child's teacher or our Foundation Stage Leaders. Alternatively, please arrange to see Mrs Thorpe, Head Teacher or Mrs Wales, Assistant Head Teacher.

In order for our school to be a safe, harmonious and purposeful environment, we ask the children to follow our school rules.

School Rules

- I will do as I am asked first time.
- I will speak politely and kindly to others – I will call people by their proper names, say please, thank you and excuse me.
- I will have kind hands and feet.
- I will listen carefully when other people are speaking.
- I will put my hand up when I want to speak.
- I will work and talk quietly with an inside voice and let others concentrate on their work.
- I will always do my best to try to finish my work on time.
- I will help to look after our school and other people's work and belongings.
- I will walk in the corridors and the classroom.

EYFS Outdoor Area Rules

- I will climb up the climbing walls on the play frame and come down the stairs safely.
- I will use the climbing wall safely and take turns.
- I will ride my bicycle on the roadway path, not on the green surface.
- I will learn to negotiate space and I will be aware of the other children.

EYFS Playground Rules

- I will do as I am asked first time.
- I will speak politely and kindly to others – I will call people by their proper names, say please, thank you and excuse me.
- I will have kind hands and feet.
- I will stay inside the boundary line on the playground.
- I will let others play their games without spoiling them.
- I will help to keep the playground free from litter.
- I will ask a teacher to help if I am having an argument.

