



EYFS Policy



Member of staff responsible: Tracy Thompson

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Vision

Christian values shine through **everything** we do.

Everyone in our school should be happy, fulfilled and valued as an individual.

Everyone in our community should thrive in a safe environment, challenged and stimulated to achieve their very best.

This is a nurturing school where **everyone** matters.

Introduction

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year, which in Settrington All Saints C of E Primary School is Class 1.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing, talking and focussed learning.

Aims/Objectives

At Settrington All Saints C of E Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

As outlined in the 'Statutory Framework for Early Years 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.'

Statutory Framework of EYFS

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- 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/ carers;
- **Children develop and learn in different ways and at different rates.**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;

- Provide a secure and safe learning environment indoors and outdoors.

EARLY YEARS FOUNDATION STAGE CURRICULUM

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and (sometimes) exceed the Early Learning Goals.

All seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. These three areas are the **prime** areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create a long-term plan showing how and when all aspects of the curriculum will be introduced to the children and medium term plans based on a series of topics (each of which offers experiences in all seven areas of learning), along with children's progress and needs.

We always remain flexible to allow for unplanned circumstances and children's responses. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further. Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

OBSERVATIONS AND ASSESSMENT

Within 6 weeks of entering into the Reception Class, children are assessed using the Statutory Baseline Assessment. Data is submitted accordingly. As part of our daily practice we observe and assess children's development and learning to inform our future plans. We may record our observations in a variety of ways and everyone in class is encouraged to contribute. These are discussed and key next steps updated on a central board so all staff area ware of all children's on-going targets

Parents/carers periodically receive a notification (Using Evidence Me) when an observation has been added to their child's portfolio and they can then view this observation and any related photographs/videos and assessments.

Parents/carers are encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home. Children's 'Next Steps in Learning' are added to most observations so that parents/carers know how to help their children with their learning at home.

The children's progress is reviewed continually. Throughout their time in Reception, parents/carers are welcomed in to share their children's learning. This is both informally through our 'open door' policy, our open afternoons and more formally during parent/teacher consultations.

At the end of the year the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). The class teacher and support team - use the exemplification materials, and their knowledge of the children to make a 'best fit' judgement, assesses children against the Early Learning Goals (ELG).

The children are assessed as achieving a 1, or 2 against each area of the EYFS curriculum:

- 2 = Expected ELG – meeting the expected level
- 1 = Emerging ELG – not yet meeting the expected level

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

SAFETY INCLUDING SAFEGUARDING AND WELFARE REQUIREMENTS

We strictly follow guidance and requirements as set out in the EYFS Statutory Framework – Section 3

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97490/7/EYFS_framework_-_March_2021.pdf

The safety and welfare of our children is paramount at Settrington All Saints C of E Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Evidence Me observations and assessment purposes) and children must be appropriately dressed in photographs.

Settrington All Saints C of E Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Settrington All Saints C of E Primary School. All staff are fully trained in the procedures and policies regarding reporting any concerns to the Safeguarding Lead or the Deputy should they be unavailable.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.

We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. We have a designated full time Inclusion Leader in school who supports us with any additional needs a child may have.

THE ROLE OF PARENTS/CARERS

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We

welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding information evenings before the children start school;
- Talking to them about their child's interests and needs during our introductory sessions in school and at our home visits carried out each July;
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- Inviting them to a parent consultation in the Autumn and Spring terms to discuss how their child has settled and share progress and next steps for learning;
- Valuing parents' contributions to learning portfolios;
- Inviting parents into school weekly for our 'Focussed Play sessions' and termly for our 'Come and Learn With Us' afternoons;
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Providing curriculum planning overviews for each topic, each term, highlighting how they can support their child at home;
- Inviting parents into school for 'parent phonics' sessions to demonstrate how we teach phonics and help them support their child;
- Welcoming parents as volunteers into our school;
- Providing parents with an annual mid-year report and an end of year summary report detailing achievements and their child's EYFS profile;
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

TRANSITIONS

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend a number of introductory sessions in Class to develop familiarity with the settings and practitioners. Our Reception teachers also visit the local nurseries and preschools in return, to familiarise themselves with the children.

Children are asked to complete a summer book of anything they have done to show family connections, children's interests of visits. This allows all practitioners to quickly get to know the children and is used as a talking point to quickly make children feel secure in their new environment.

At the end of the EYFS, we complete a full assessment of all children and prepare details reading for the transition to Year 1. As Class 1 is a mixed class with Year 1, the transition is seamless.