



CROSBY-ON-EDEN SCHOOL

“Enjoying achieving; achieving enjoyment”

EARLY YEARS FOUNDATION STAGE POLICY

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Review responsibility	Learning & Teaching
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Crosby on Eden C E Primary School's Early Years Foundation Stage (EYFS) Policy

1 Introduction

The EYFS applies to children from three years of age to the end of the Reception Year. In our school, children join us in the term after they turn three, and continue with us through Nursery and Reception. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The EYFS is important in its own right, and in preparing children for later schooling. The EYFS Document sets out what is expected of most children by the end of the EYFS.

The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- it provides a rich, stimulating and creative environment.

2 Aims of the EYFS

The curriculum of the EYFS underpins all future learning by supporting, fostering, promoting and developing children in these 7 areas:

3 Prime Areas:

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

4 Specific Areas:

- Literacy
- Numeracy
- Knowledge of the World
- Expressive Arts and Design

We also make judgements on the characteristics of effective learning which are:

- Motivation
- Engagement
- Thinking

3 Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 & 2.

The more general features of good practice in our school which relate to the EYFS are:

- the partnership between teachers and parents; so that our children feel secure at school and develop a sense of well-being and achievement;
- teachers have excellent understanding of how children develop and learn, and how this affects their teaching;

- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve at the appropriate age and stage of their development;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the EYFS.

4 Play in the EYFS

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to self-regulate themselves and understand the need for responsibilities and rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. There is a balance of child initiated and adult guided activities throughout the day. The children's interests and needs are met through the continuous provision they access on a daily basis.

5 Inclusion in the EYFS

In our school we believe that all our children matter. We give our children every opportunity to achieve their full potential. We do this by taking account of our children's range of life experiences when planning for their learning (see our policy on school inclusion).

In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Each child having a Key Person who is responsible for their support, assessment and providing the next steps in learning during planning meetings.
- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.
- providing individual interventions or challenges as needed.

6 The EYFS curriculum

The curriculum for the EYFS in our school reflects the areas of learning identified in the Early Years Outcomes and further information on Characteristics of Effective Learning in the Development Matters Document. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Development Matters, Ages and Stages provide the basis for planning throughout the EYFS. Teachers use the national schemes of work where appropriate to support the planning for individual children. Our medium term planning is completed half-termly and identifies the intended learning objectives for children working towards the Development Matters statements. These can be found on our school website.

7 Assessment

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. We use the Look, Listen and Note statements to assist our assessments and these are included in the weekly planning to ensure focus for next steps in learning.

In the Nursery, we assess the children's attainment against the Early Years Outcomes and Development Matters statements throughout the year. When the children are in the Reception class, we assess the children using the Development Matters statements and use this information for the EYFS Profile. This is an ongoing process with the Profile being updated on entry (beginning of October), and then at the end of each half term. The information is shared with parents at parents' evenings, through Tapestry; an online learning journal, which is always accessible through the school website.

Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths, development needs and also gives details of the child's general progress. We complete these in June and send them to parents in early July each year.

8 The Role of Parents

We believe that all parents have an important role to play in the education of their child. We do this through:

- talking to parents about their child before their child starts in our school;
- the teacher offers the option of a home visit or alternatively offers a one-to-one school based visit prior to their starting school (Nursery year children and new Reception children);
- the children have the opportunity to spend time with their teacher before starting school through taster visit days;
- inviting all parents to an induction meeting during the term before their child starts school, which is supported by a thorough starter pack;
- offering parents regular opportunities to talk about their child's progress;
- encouraging parents to talk to the child's teacher if there are any concerns; either in the morning or after school. There is a formal meeting for parents, twice a year, at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;

- arranging a range of activities throughout the year that encourage collaboration between child, school and parents (such as Phonics help sessions, small pieces of homework).
- We offer a range of activities that support the involvement of parents. There is regular communication with home through the child's school reading record book. Parents are invited to make comments about what their child has done at home or in school through Tapestry; as to their hopes and thoughts on progress made.

Forest Schools & Educational Visits

Our innovative forest schools programme enables our youngest children to learn through exploration of the natural world in their local environment. Parents are welcome to come and accompany our Forest Schools visits. We also offer a range of stimulating educational visits which children participate in through EYFS.

9 Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. This is part of our continuous provision which can be enhanced on a weekly basis depending on the needs and interests of the children. We also include the children in future planning for topics/themes that interest them.