



## Policy Header

<b>Policy Title</b>	<b>EYFS Policy</b>
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## **Early Years Foundation Stage (EYFS) Policy**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Glazebury Primary School, children join the nursery class in the year that they turn three.

**AIMS** -This document is a statement of the aims, principles and strategies that guide teaching and learning in the Early Years Foundation Stage at Glazebury C.E. Primary School. Our practice reflects the requirements of the Statutory Framework for the Early Years Foundation Stage (birth to five) and Development Matters /Early Outcomes

As an EYFS team we endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS April 2017)

The EYFS is based upon four principles:

■ A Unique Child ■ Positive Relationships ■ Enabling Environments ■ Learning & Development

### **A Unique Child**

At Glazebury Primary School 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, 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### ***Inclusion/Special Educational Needs (SEN)***

All children are treated as individuals and have equal access to all provisions available. They are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school’s Inclusion policy for SEN.

We meet the needs of all our children through:

- 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 and 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, and
- monitoring children's progress and taking action to provide support as necessary.

### ***Welfare***

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy & completed Statutory Framework Audit).

### **Positive Relationships**

We recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### ***Parents as Partners***

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

Transition into EYFS from home/previous setting:

- Members of staff make visits to feeder settings with the primary purpose to gather available information on the child to support a smooth transition. The number of visits will depend on the child's needs and how much information gathering is required.
- Members of staff conduct home visits before all children start nursery and EAL children start reception. Again with the primary purpose being to gather available information on the child to support transition.
- Children have the opportunity to spend time with their teacher in class before starting school during transfer sessions.
- Parents are invited to an induction meeting during the term before their child starts school to be introduced to their child's key person and gather key information on the EYFS curriculum and the school day.

Transition through EYFS and into Y1:

- Children have the opportunity to spend time with the new teacher before the start of the new academic year.

- Parents are invited to an induction meeting during the term before their child starts reception/Y1 to gather key information on the EYFS/Y1 curriculum and the school day.
- Teachers have a meeting to discuss each child in detail, based on data, to support a smooth transition.

At Glazebury Primary School we are pro-active in developing home/school partnership and the following is in place:

- Regular parent meetings – a formal meeting twice a year at which the teacher and the parent discuss the child's progress.
- Annual school report – a summary of the child's progress over the year with targets of next steps in learning.
- A variety of activities throughout the year that encourage collaboration between child, school and parents: *stay and play sessions, learning journey pop-ins, celebration assemblies, school visits....*
- Organised workshops to support home learning, particular focus on basic skills.
- Weekly home learning opportunities e.g. library book, reading book, practical maths/writing activities...
- Opportunity to celebrate home learning by completing "wow" moments which inform planning and provision.
- Written contact through home school diary for nursery and targeted reception children as well as the acknowledgement that parents can ring school to contact key workers.

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

### **Role of the adult:**

Through regular CPD all practitioners working within EYFS are aware of the crucial role of the adult to ensure all children make ongoing progress.

### **Enabling Environments**

At Glazebury Primary School we aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. Our aim is facilitated through the following:

- The children have daily access to an indoor and outdoor environment that is organised through workshops (indoors) and discrete areas of learning (outdoors) with planned continuous provision to facilitate the consolidation of skills.
- Active learning is paramount and the learning environment is carefully planned to facilitate holistic learning across all areas of learning and the Characteristics of Effective Learning.
- A robust observation and assessment cycle informs planning, ensuring the environment is enhanced to provide challenge for all children to continue to make progress.
- Children have the opportunity to engage in purposeful reading, writing and mathematical opportunities across all workshop/areas of learning.
- To provide broad rich learning experiences practitioners plan educational visits into the local community.

## **Learning and Development**

There are seven areas of learning and development all important and all inter-connected.

These consist of

three prime areas – **Communication and Language**

**Physical development**

**Personal, Social and Emotional developments**

and

four specific areas through which the prime areas are strengthened and applied

**Literacy**

**Mathematics**

**Understanding the world**

**Expressive arts and design**

The **Early Learning Goals** summarise the knowledge skills and understanding that the children should have gained in these areas by the end of the Reception year. The progress of Nursery children is tracked using Development Matters age bands.

Teachers and teaching assistants implement the seven areas of learning (Prime & Specific) and Characteristics of Effective Learning across the daily routine. To ensure the maximum amount of progress for the maximum number of children for the maximum amount of time, a robust observation and assessment cycle is in place.

Ongoing observation is embedded in daily practice with a focus on practitioners recording 'significant' observations to impact on learning. Gathered information, recorded and anecdotal is subsequently used to make accurate 'best-fit' assessment judgments against Early Year's Outcomes. Regular moderation ensures accuracy of data across EYFS and as children transition into Y1. Analysis of data drives planning and indicates individual/groups of children for 'narrowing the gap' planning/strategies.

Across the daily routine, practitioners ensure children have a balance of child initiated and adult led activities. Activities are appropriately differentiated to ensure ongoing progress.

## **Assessment/Recording/Reporting**

The children entering nursery and Reception are observed during their first week s engaging in a variety of activities and from this and talk with parents/carers and their achievement on entry is recorded by teaching staff referencing Development Matters/Early Outcomes. If Reception children have pre school records that enable their achievement on entry to be recorded on their Early Learning profile.

Following this the children's attainment in the seven areas of learning is continually assessed by means of observations: formal and informal observations, annotated pieces of work and teacher/teacher discussion or parental comment. Much evidence for attainment is gathered during the children's independent work. The progress of every child is tracked half termly and discussed with the head teacher.

Parents /carers are informed of their child's progress each term by means of a parent or carer/teacher meeting and interim report in the summer term a written report. Parents /carers and teaching staff also take advantage of our 'open door' policy to discuss their children's

progress informally on a more regular basis. The children take home certificates and awards for good work, any matters of concern or need for additional help is discussed when the need arises.

### **Equal Opportunities**

The well-being and progress of every child in our Foundation Stage class matters to us and as such all are treated fairly and with respect, as are their families. We are inclusive. We celebrate diversity and all the learning opportunities it brings.

### **Home School Partnership**

We value our strong relationships with parents/carers and families of our pupils. All are welcome to come in and talk to us and we make every effort to reach out to all. We make it known that our door is always open, for those who don't come to the school door we encourage them to telephone. We also send home home/school reading record books which parents/carers/teachers can also use as a means of communication. When necessary more communication can be planned..