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| Linked Policies | Curriculum Policy, Equal opportunities, Safeguarding & Child Protection, Behaviour Policy, Medical Policy, Mobile Phone policy |
| Written By | School |
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"Growing together at the heart of God's community"



Trust Prayer

We thank you God of love, for the gift of children.

Bless the work of our Trust, that in all we do

Young people may grow in wisdom and stature,

And so come to know you, to love you,

And to serve you as Jesus did.

We make this prayer in his name who is God

With you and the Holy Spirit, now and forever.

Amen

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 may join our EYFS from their 2nd Birthday.

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 and Development Matters (0-5years)

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 and Disabilities (SEND)

All children are treated as individuals and have equal access to all provisions available. They are encouraged to achieve their personal best and planning, activities and provision are adapted to meet the needs of all pupils of any ability. 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 school's SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

Please see whole school SEND policy and School report for further information.

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.

Safeguarding 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](#), [Child Protections and Safeguarding 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:

- All children and families are invited into school for an informal 'look around' and discussion with class teacher and any other relevant member of staff.
- Planned open sessions (weekends) for families to come and look at our provision, explore and ask questions.
- More formal visits arranged for children and families to access with a view to the child having some time in the setting without parent/carer, however still on premises.
- Discussion with parents/carers regarding needs, likes, dislikes, medical, etc. with class teacher.
- Individual transition plan arranged for individual children.
- Contact with any previous settings made and information shared.
- Meet the teacher sessions to discuss year expectations, home school links and curriculum.

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.
- Transition involves ensuring planning and environment are adapted to meet the needs of children entering.
- In Summer 2 reception children will begin to access extended sessions.

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 **collective worship 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...
- Written contact through home school diary/ **Class Dojo**.

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 **continuing professional development 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 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 inform 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 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 all 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.

Characteristics of Learning

At Glazebury CE, we ensure our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

1. Playing and exploring

Where children have opportunities to investigate, experience things and 'have a go'.

2. Active learning

Where children have the time and space to concentrate, whilst encouraged to keep on trying if they encounter difficulties and therefore enjoy their achievements.

3. Creating and thinking critically

Where encouragement and support of children will see children have and develop their own ideas, make link between ideas and develop strategies for doing things.

Curriculum:

At Glazebury CE, we have a two year rolling programme that encompasses all the skills and knowledge expected from the Department of Education's National curriculum. Here all curriculum areas are illustrated to show coverage and are available for to all to see on our school website

The topic titles are a reflection of the enquiry based curriculum for the whole school.

Assessment/Recording/Reporting

The children entering our school are observed during their first few weeks 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.

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.

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.

Book expectations within EYFS

| | EY2 | Nursery 1 | Nursery 2 | Reception |
|----------------------------------------------|-----|-----------|-----------|-----------|
| Learning Journey | √ | √ | √ | √ |
| Communication, Language and Literacy Journey | | | √ | √ |
| Mathematics Learning Journey | | | √ | √ |

For Communication, language and literacy journeys and mathematic journeys, whole school marking policy is followed i.e. Tickled Pink to celebrate success and acknowledge specific achievement, Green for Growth to specifically move children on in learning etc. (see whole school marking policy). The expectation for Reception children is as per school expectations i.e. adult led sessions for reading, phonics, maths and appropriate adult led activities in continuous provision. Expectations for Nursery children will be dependent on sessions attended but would encompass adult led reading, phonics maths and communication and language activities. For learning journeys we use a colour coded system to support the tracking and monitoring of progress e.g.

| | |
|---|--------------|
| | 0-11 months |
| | 8-20 Months |
| | 16-26 Months |
| | 22-36 Months |
| | 30-50 Months |
| | 40-60 Months |
| | ELG |
| + | Exc ELG |

Reading will also be assessed when the appropriate reading behaviours are seen and evidenced. These are recorded and presented through our book banded system, which illustrate the learning sequence of reading.

| Book band in order | Lilac | Pink | Red | Yellow | Blue |
|------------------------|-------------------------|-----------------------------|--------------------------------------------------|--------------------------------|-----------------------|
| Year group progression | Nursery working towards | Nursery Working toward plus | Nursery age related Reception working towards | Reception working towards plus | Reception age related |
| Phonics | Phase 1 Phase 2 | Phase 2 | Phase 3 | Phase 3 Phase 4 | Phase 3 Phase 4 |

Phonics will also be assessed based on the phases from the Department of Education programme - letters and sounds.

2 Year Olds- Reporting to parents

As a setting we recognise the importance of supporting learning and development in very young children. The importance of supporting two year olds is becoming increasingly publicised and therefore we aim to ensure that our policy on Two year olds is kept up to date and adhered to.

To ensure we do this, we will:

- Keep up to date with relevant training
- Work closely with parents/carers to support their children
- Ensure that our ratios 1:4 for all 2 year olds (as outlined in EYFS 2014) are enforced, so we can support them appropriately

1.1 Settling in Procedure

As a setting we realise the importance of a good transition into our setting for all future learning and development and believe that good transitions will make children more confident to develop new skills and make new relationships.

We aim to devise a plan that works for individual children, we will create this plan by working with parents and once the children have accessed their initial visit. There is no time scale for this plan. For some children it may take a few days. For others it may take longer.

1.2 Two year old - Assessment

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language; when the child is aged between 24-36 months.

The aims of the progress check are to:

- review a child's development in the three prime areas of the EYFS;
- ensure that parents have a clear picture of their child's development;
- enable practitioners to understand the child's needs and plan activities to meet them in the setting;
- enable parents to understand the child's needs and, with support from practitioners, enhance development at home;
- note areas where a child is progressing well and identify any areas where progress is less than expected; and
- describe actions we as a provider intend to take to address any developmental concerns (including working with other professionals where appropriate).

Processes

- Each child has their own learning journey in which observations and assessments are kept. Parents are able to view these at any time they wish.
- Regular two way information is exchanged with parents and at regular intervals acknowledging that parents know their child best
- Information is shared with other professionals as necessary

Sharing information on your child's progress

- Assessment is shared continuously through informal discussions, during parent meetings and as part of end of year report writing
- Parents are invited to parents evenings twice a year. (dependent on start date)
- [Parents are encouraged to engage with class dojo as a means of communication on all levels](#)
- Next steps will be planned for within our everyday curriculum

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, our class dojo app enables all responses to be directed to the class teacher in the first instance and responses are frequent and regular. 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.

Review of policy : annually