

Policy Header

Policy Title	EYFS Policy
Version No	Five
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This policy complies with WBC guidance	Yes
Linked Policies	Curriculum Policy, Equal opportunities, Safeguarding & Child Protection, Behaviour Policy, Medical Policy, Mobile Phone policy
Written By	School
Date shared with Staff	June 2023
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“Growing together at the heart of God’s community”



Trust Prayer

Heavenly Father,

Let peace, friendship and love grow in our schools.

Send the Holy Spirit to give excellence to our learning,

love to our actions and joy to our worship.

Guide us to help others, so we may

Learn, Love and Achieve

Together with Jesus

Amen

EYFS Policy & Guidance

Early Years Foundation Stage

School values central to life in our community

At Glazebury CE Primary our core values of **Love and Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust, compassion, justice, humility and forgiveness are fundamental to the growth of all.

Love never fails, 1 Corinthians 8:13

**For the Lord gives wisdom : from his mouth comes knowledge and understanding.
Proverbs 2:6**

Intent:

The HEART of our Curriculum:

H – Helping children prepare for life, growing with God.

E – Embracing Christian Values.

A - Achievement for all.

R - Reading at the heart of our school

T – Teaching a knowledge rich curriculum.

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 second 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 Birth to Five (0-72 months)

At Glazebury Primary School we believe:

'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 in its own right. Good parenting and high-quality early learning

together provide the foundation children need to make the most of their abilities and talents as they grow up.' (Statutory Framework for the Early Years Foundation Stage 2021)

To ensure we are able to achieve the key principles listed above, we have devised an EYFS policy that encompasses all areas of our pupils' lives.

At Glazebury Primary School we use the Birth to 5 Matters document as our supporting guidance. Within the Birth to 5 Matters document, it is outlined that there are 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 positive relationships with peers, parents and staff; we use praise and encouragement, as well as celebration/collective worship 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 learning and play. 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 consider 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 initially discussed with parents/carers at an early stage and the schools SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND as well as the Graduated Approach.

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, exciting and engaging activities for all children
- monitoring children's progress and taking action to provide support as necessary through interventions, play and the 'plan, do, review' cycle.

Safeguarding

Safeguarding our youngest and most vulnerable children is paramount. Staff follow policies linked to safeguarding small children such as nappy changing procedures and safeguarding policies. In addition to staff safeguarding related to young children we also 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 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 important 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 visit and discussion with class teacher and any other relevant member of staff.
- Planned open sessions (weekends) for families to come and visit the EYFS provision, explore and ask questions.
- More formal visits are arranged for children and families on a needs led basis, this could be in regard to the children settling into Nursery or having a staggered entry without parent/carer, however still on premises.
- Important discussions with parents/carers regarding their child specifically to ensure their child's needs are met and example of this would be, a child with medical needs or allergies
- 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 planned opportunities for transition from EYFS to Y1
- 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 planned meetings to exchange information in relation to each child.
- Transition involves ensuring planning and environment are adapted to meet the needs of children entering.

At Glazebury Primary School we strive to develop home/school partnership with 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, the use of Tapestry, celebration **collective worship and** school visits
- Organised workshops to support home learning, particular focus on 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 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 engaging and stimulating learning environment where children feel confident, secure, and challenged. Our aim is facilitated through the following:

- The children have access to an indoor and outdoor environment with planned continuous provision to facilitate the consolidation of skills.
- A play based approach to 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.
- Practitioner knowledge is key and vital to supporting our children in the next steps of their development.
- Children can engage in purposeful reading, writing and mathematical opportunities across all areas of learning.
- To provide a broad and balanced curriculum which is rich in learning experiences as well as developing cultural capital.

Learning and Development

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

These consist of

The Prime Areas

- **Communication and Language**
- **Personal, Social and Emotional developments**
- **Physical development**

and the 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.

Teachers and teaching assistants implement the seven areas of learning (Prime & Specific) and Characteristics of Effective Learning daily. To monitor the children's progress staff liaise regularly to discuss the progress of each child individually, observations are regularly completed and the use of small steps trackers are implemented when and where necessary.

Ongoing observation is embedded in daily practice with a focus on practitioners recording 'significant' observations to impact on learning. Regular moderation ensures accuracy of data across EYFS and as children transition into Y1.

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 Primary School, 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:

Our school vision is linked to the Christian Values of the school to support and challenge our children to aspire in everything that they do.

Our curriculum exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics and aspirations required to succeed in life.

Assessment/Recording/Reporting

The children entering our school are observed during their first few weeks engaging in a variety of activities. Children in Reception complete the statutory baseline in addition to the observation process. Staff also liaise with parents/carers to ensure we have a holistic view of the child.

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/parent 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.

Evidence of learning within the EYFS

	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.

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 <i>Reception working towards</i>	<i>Reception working towards plus</i>	<i>Reception age related</i>

Phonics will also be assessed based on the phases from the Department of Education programme -Little Wandle. Please see the table below to see the progress the children will make during their time in Reception when following the Little Wandle programme.

Reception Autumn 1 secure	Reception Autumn 2 secure	Reception Spring 1 secure	Reception Spring 2 secure	Reception Summer 1 secure	Reception Summer 2 secure
Phase 2 Set 1 Set 2 Set 3	Phase 2 Set 4 Set 5	Phase 3 Set 1	Phase 3 Set 2	Phase 4 Set 1	Phase 4 Set 2
Phase 2		Phase 3		Phase 4	

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 1:5 for all 2 year olds (as outlined in EYFS 2023) are enforced, so we can support them appropriately

1.1 Settling in Procedure

As a setting we realise the importance of a robust transition into our setting for all future learning and development and believe that seamless transitions will ensure children's needs are met thus ensuring they are more confident to develop new skills and make new relationships.

To ensure the 'unique child's' needs are met, we devise bespoke plans for individual children to meet their needs. These plans are created by working with parents 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 2 and 3 years old.

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. However from September 2023 the children's learning journal will be online through the use of the online platform 'Tapestry'
- Information is exchanged with parents regularly and at planned intervals acknowledging that parents must be kept informed of their child's progress and development.
- Information is shared with other professionals as necessary, however consent of parents is always gained first

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 Early Years Foundation Stage is of the highest priority and as such all are treated fairly and with respect, as are their families. At Glazebury we are inclusive, we celebrate diversity and plan for the respect of others.

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