



## Early Years Foundation Stage Policy

<b>This policy replaces</b>	Previous Policy
<b>Date policy approved by Governing Body</b>	May 2019
<b>Date of next review</b>	May 2022
<b>Reviewer</b>	EYFS Team and SLT Lead

## Introduction

The EYFS applies to children from birth to the end of the Reception Year. In our school, all children join at the beginning of the year in which they will turn 5 [unless parents/carers request a deferment in line with guidelines concerning Summer born children in which case discussions are held between the school and the parents]. (Compulsory schooling starts at the beginning of the term after a child's fifth birthday). Many of our children will already have attended a variety of settings in the community, such as pre-schools, nurseries and childminders. The school works closely with all providers and parents to ensure a smooth transition into school.

We have a programme of visits and meetings prior to entry to the EYFS, which enables children to become familiar with the staff, their new setting and the demands of a school day. Arrangements during the period prior to compulsory schooling are flexible and take into account individual needs.

The EYFS is important preparation for later schooling and the education we offer at this stage is based on our school wide guiding principles, aims and values.

### **'All Growing Together in God's Love'**

#### **School Aims**

##### **For children, staff and governors to be:**

- Successful, engaged learners who are knowledgeable, skilled, enjoy learning, make strong progress and achieve
- Confident, articulate individuals who can lead safe, healthy and hopeful lives
- Responsible citizens who make a positive contribution to society
- Outward facing; keen to serve our parents and our wider parish and community; all working together for the common good
- Aspiring to 'live life in all its fullness' John 10.10
- inclusive; welcoming and cherishing everyone.

#### **Values**

Helpfulness and Relationships

Generosity and Thankfulness

Forgiveness and Compassion

Hope and Trust

Courage and Perseverance

Respect and Dignity

The following 5 statements are based on our school values and will guide the behaviour of children and adults in school:

In our school, with God's help we:

- Respect ourselves, value others and our environment and show compassion in all we do
- Build strong relationships based on good manners, trust, generosity and forgiveness
- Follow instructions and always try our hardest even when we find things difficult
- Think carefully about the choices we make and try to be wise and courageous
- Will count our blessings and be grateful for the good things in our world and trust that as each day closes, we have been better people than we were the day before

### **Aims of the EYFS**

The Early Years Foundation Stage Curriculum underpins all future learning by supporting, fostering, promoting and developing the following areas of learning:

The Prime areas -

- Personal, Social and Emotional Development
  - Self-Confidence and Self-Awareness
  - Making Relationships
  - Managing Feelings and Behaviour
- Physical Development
  - Moving and Handling
  - Health and Self-care
- Communication and Language
  - Listening and Attention
  - Understanding
  - Speaking

The Specific areas -

- Literacy
  - Reading
  - Writing
- Mathematics
  - Number
  - Shape, Space and Measure
- Understanding the World
  - People and Communities

- The World
- Technology
- Expressive Arts and Design
  - Exploring and using Media and Materials
  - Being Imaginative

### **Teaching and Learning**

The EYFS curriculum guides the work of our practitioners under the following four themes:

**A Unique Child**

**Positive Relationships**

**Enabling Environment**

**Learning and Development**

Within these themes, teaching and learning through purposeful play is fundamental to the EYFS. Through play, our children explore and develop learning experiences which help them to make sense of the world. They begin to practise skills, build up understanding, control their own behaviour and manage relationships with others. They have the opportunity to think creatively, alongside others as well as on their own, and learn how to communicate with other children, as they investigate and solve problems. They are enabled to express fears or anxieties in safe, secure and controlled situations.

Interconnected with The Prime and The Specific areas are 'The Characteristics of Effective Learning'. These underpin the development and learning across the areas. The Characteristics of Effective Learning are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically.

These are the ways in which a child engages with the educational environment, adults and peers. These characteristics are learning behaviours and transcend through the learning areas and scaffold our children's ability to be motivated, effective learners.

### **Effective teaching and learning in the EYFS also takes place when:**

- ❖ Information from pre-school settings is shared and built on
- ❖ There is a good partnership between teachers and parents so that children feel secure at school and develop a sense of well-being and achievement
- ❖ Teachers have a clear understanding of how young children learn and reflect this in their teaching

- ❖ Teachers employ a range of approaches which address children's needs, provide first-hand experiences and build on children's interests
- ❖ Teachers make appropriate interventions to extend and develop interest, skills and understanding, through play, talk and other means of communication
- ❖ A carefully planned curriculum enables children to make progress towards Early Learning Goals
- ❖ Children are encouraged to communicate and talk about their learning, and develop independence and self-management
- ❖ Learning is supported through appropriate and accessible indoor and outdoor space, facilities and equipment
- ❖ Future learning needs are identified through careful observation and are planned for
- ❖ Aims and objectives are clear and focussed, and are regularly evaluated and improved on
- ❖ The training needs of EYFS staff are identified and addressed regularly

### **Inclusion in the EYFS**

In our school we believe that every child matters and we give every child the best possible opportunity to succeed. We do this by:

- ❖ Taking account of children's life experiences when planning the curriculum
- ❖ Setting realistic and challenging expectations that meet the needs of the individual: boys and girls; SEN; more-able children; children with disabilities; children from a range of social, cultural, linguistic and economic backgrounds
- ❖ Planning learning opportunities, which build on and extend children's knowledge, experience and interests
- ❖ Planning learning opportunities, which develop their self-esteem and self-confidence
- ❖ Providing a safe and supportive environment in which every child feels valued
- ❖ Using resources which reflect diversity and are free from discrimination and stereotyping
- ❖ Monitoring the progress of all children and providing support appropriate to their needs and abilities

### **Assessment**

We make regular assessments of the children's learning through careful, focussed activities and lessons. These are carried out by all practitioners and supporting adults, and enable teachers to make sure that future planning is informed by identified need. During the first four weeks of school, teachers assess the developmental stage of each child, in each area of the curriculum and use the information to modify the teaching programme for individuals and groups of children.

Progress is recorded termly, using the developmental age and stage bands from the EYFS. In the Spring term, parents receive an Interim Report which details the child's progression and targets for the remainder of the year. The results of final assessments are completed and reported to the LA in June. The information is also passed to, and discussed, with the child's next teacher so that they can plan appropriately for the year ahead. At the end of the school year, parents receive an annual report which summarises their child's progress in each area of learning, highlights their strengths and identifies their future learning needs.

### **The Role of Parents/Carers**

We recognise the vital role that parents/carers play in the earliest and continuing education of their children, and we are committed to a partnership between home and school. We aim to develop that relationship by:

- ❖ Involving parents/carers at every stage in the transition process from pre-school to school by:
  - Delivering a presentation to parents about how we teach EYFS at MHCEA
  - Offering 1:1 induction meetings
  - Holding parent/carer and child shared activities e.g. afternoon tea and an opportunity to try a school lunch together
- ❖ Offering parents regular opportunities to discuss their child's progress or share any concerns through our open door policy
- ❖ Having flexible admissions arrangements, which enable us to meet individual needs
- ❖ Offering a range of activities throughout the year, which encourage parents and the wider family to come in and share the children's learning e.g. Christmas decorations day, storytime reading sessions, inviting parents to come in to talk about their professions
- ❖ Offering a programme of presentations throughout the year to inform parents about the EYFS curriculum
- ❖ Offering a range of home-learning opportunities to encourage parental involvement, including homework books
- ❖ Offering a home school diary to encourage and enable regular communication if parents/carers and staff feel that it would be beneficial.

### **Monitoring**

The effectiveness of the EYFS will be monitored through:

- ❖ Lesson observations
- ❖ Coaching
- ❖ Planning scrutiny
- ❖ Book scrutiny
- ❖ Discussion of Theme

- ❖ Internal and external moderation of Profile assessments
- ❖ Analysis of on-entry and end of term teacher assessments
- ❖ Pupil Progress Meetings

### **Links to other Policies**

This policy should be read in conjunction with the following policies:

- ❖ Safeguarding and Child Protection
- ❖ Inclusion
- ❖ Equal Opportunities
- ❖ Race Equality
- ❖ SEN
- ❖ Health and Safety
- ❖ Disability Equality Scheme
- ❖ Gender Equality Scheme
- ❖ British Values
- ❖ Anti-Bullying Policy/Peer-on-peer abuse