



Christleton Primary School

Be the best you can be

EYFS Policy

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Signed Headteacher		<i>Mr Mitchell</i>	
Signed Chair of Governors			

Christleton Primary school

Early Years Policy

Intent

At Christleton Primary School, we greatly value the importance of the early years' foundation stage (EYFS) in providing a secure foundation for future learning and development. 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.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and every child has an equal chance of success.
- **A secure foundation** through planning an ambitious curriculum that develops every child's language through careful sequencing and is driven by their interests. Learning is revisited and built upon over time. Regular effective and accurate assessment that doesn't take practitioners away from children from long periods of time..
- **Strong and Respectful Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.

- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four guiding principles shape our practice:

- **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults, who respond to their individual interests** and needs and help them to build their learning over time. Children benefit from a **strong partnership between the school and parents**.
- Learning and development is important. **Children develop and learn in different ways and at different rates**.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans ambitious learning experiences, based on individual needs, which are informed by observation and assessment.
- Provides a safe and secure learning environment.

Legislation

This policy is based on requirements set out in the ['Early years foundation stage statutory framework For group and school-based providers'](#)

Learning and development

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. Activities in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language
 - Listening, attention and understanding
 - Speaking
- Physical development
 - Gross motor skills

- Fine motor skills
- Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are:

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - Numbers
 - Numerical patterns
- Understanding the world
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teaching and Learning Styles

The features that relate to the EYFS are:

- The partnership between Foundation Stage staff and parents, so that the children can feel safe and secure at school and develop a sense of well-being and achievement
- The understanding Foundation Stage staff have of how children develop and learn and how this affects their learning
- The range of approaches used to 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 enables children to work towards the Early Learning Goals throughout the EYFS

- The provision of activities that build on and extend children's 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 indoor and outdoor space, equipment and facilities
- The identification of the progress and future learning needs of children through observations, which are shared with parents
- The regular identification of training needs for the adults working within the Foundation Stage

Play

Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and by taking part in play that is guided by adults.

Through play the children at Christleton explore and develop learning experiences which help them to understand the world around them. Learning through play is one of the key principles of the EYFS and can be seen when we as practitioners observe children.

Our children are given opportunities to practise skills, develop and build on their own ideas. They learn how to control themselves and understand the need for rules. They are able to think creatively alongside others as well as by themselves. They communicate with others investigating and solving problems. They learn to value each other and develop their speaking and listening skills. They have opportunities to express fears or re-live anxious experiences in controlled, safe situations.

We recognise the importance of giving children time to practise and become confident using their developing skills and value that children need to be able to practise and apply these skills in a most meaningful way for them.

Active Learning

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested and have some independence and control over their learning. As children develop confidence they learn to make decisions, providing them with a sense of satisfaction as they take ownership of their learning.

Creative and critical thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

At Christleton we aim to provide opportunities for children to be creative through all areas of learning. As adults we support children's thinking and help them make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. We make sure children can access resources freely and are allowed to move around the classroom to extend their learning independently.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their level of achievement, interests and learning styles and will use this information to shape learning experiences for each child.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school reports EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The EYFS lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The learning environment and outdoor spaces

The classroom is organised in such a way that children can explore and learn in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are toilet facilities available to the EYFS, and there are hygienic changing facilities located near location containing a supply of towels and spare clothes.

Health and safety

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS lead will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the school office. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

A first-aid box is located in every teaching area, the school hall and the staff kitchen.

Staffing

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Early years foundation stage statutory framework For group and school-based providers'.

The school adopts the following staffing ratios:

- For children in Reception classes:
 - Class sizes will be limited to 30 pupils per school teacher

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Parental involvement

At Christleton we recognise that children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with children and their families.

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

We recognise that parents and/or carers are children's first educators and we value the contributions they make by:

- Encouraging the parents to visit school before applying for a place
- Holding a 'stay and play' afternoon for parents and children in the summer term, before they start school
- Inviting children to visit school to spend time with the class teacher and teaching assistant on two afternoons in the summer term before they start school.
- Visiting children in their pre-school settings prior to starting school
- Inviting parents to a 'New Parents' evening at the beginning of the summer term, giving parents an opportunity to meet the Head teacher, Foundation Stage staff, PTA members and visit the classroom
- Provide parents with a 'One-page Profile' in order to provide the opportunity for parents to write about their children prior to them starting school e.g.: children's interests, friends, worries, Likes /dislikes and anything else parents feel will be of value.
- Openly encouraging parents to come in and talk to a member of the Foundation Stage staff, either in the morning or after school to discuss any worries or concerns
- Inviting parents to bring their children into school in the morning and settle them in the classroom for the first term

- Inviting parents to a 'meet the teacher' evening at the beginning of the Autumn Term, where the Foundation Stage curriculum and assessment documents are discussed and whole school procedures are explained
- Holding formal parents' evenings in the Autumn and Spring Term, where parents meet with class teachers to discuss their children's attainment and progress
- Providing parents with a written report on their children's attainment and progress at the end of the Summer Term
- Inviting parents to 'Share the Learning' events, where children are encouraged to share the work they have been doing during the term
- Encouraging parents to contribute to their children's Learning Journey which celebrates moments of achievement by their children when they are not at school
- Inviting parents throughout the year to attend curriculum meetings. These meetings explain how we teach subjects such as phonics, reading and mathematics and suggest ways in which parents can support their children's learning at home.
- Sending home reading books and phonic activities weekly for the children to practise and complete at home
- Sending home curriculum overviews to parents at the beginning of each term, these share the learning intentions for the children each term. Information is regularly sent home informing parents of what the children have been doing at school in the form of a learning update.
- Using a school twitter account to inform parents of activities and experiences taking place in school. (See Twitter Policy)
- Inviting parents to come into school to talk about their jobs or special talents
- Accepting offers of help in the classroom from parents
- Inviting parents to accompany children in the Foundation Stage on school trips

Transition periods

The following process is in place to ensure children's successful transition to Year 1:

- The children are invited to a number of visits throughout the year to their Year 1 class. In the Summer term, the children visit at least once without the support of the early years' practitioners or parents.
- The children spend a day with their year 1 teacher/s during the summer term.
- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

