



CLIFFE V.C PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

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Website		Signed <u><i>A Blackwood</i></u> Head Teacher	

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation, a broad range of knowledge and the skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

* ." (Early Years Foundation Stage, Department for Children, Schools and Families.)

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

At Cliffe VC Primary School, children enter the mixed Reception/Year One class at the beginning of the school year in which they have their fifth birthday. There are flexible induction arrangements, which meet individual needs and help every child to make a positive start to life in our school.

The EYFS is based upon four principles:

- A Unique child
- Positive relationships
- Enabling environments **with teaching and support from adults**
- Children develop and learn in different ways and at different rates.

A Unique Child

At Cliffe Voluntary Controlled 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 and 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 and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

At Cliffe Voluntary Controlled Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments **with teaching and support from adults**

At Cliffe Voluntary Controlled Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

The classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest.

The Reception class provides access to the areas of learning where children are able to access equipment and resources independently within the classroom and the outdoor area. The Reception class have access to an extensive, secure outdoor area, **used in all weathers**. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside, enabling the children to develop in all the areas of learning

Children learn and develop well with teaching and support from adults who respond to their individual interests and needs, helping them to build their learning over time.

Learning and Development

At Cliffe Voluntary Controlled Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

* ." (Early Years Foundation Stage, Department for Children, Schools and Families.)

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

The specific areas of learning provide children with a broad curriculum and with the opportunities to strengthen and apply the prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

* ." (Early Years Foundation Stage, Department for Children, Schools and Families.)

4.2 Teaching

Our Teaching and Learning Policy defines the ethos and features of pedagogy and practise in our school and these features apply to our EYFS class as they do throughout school. However we also recognise that certain features are refined within or unique to our Reception class.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Our practice builds upon the three characteristics of effective teaching and learning.

Playing and Exploring

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development"*

Through play our children explore and develop learning experiences, which helps them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems.

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. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity 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."*

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

* ." (Early Years Foundation Stage, Department for Children, Schools and Families.)

5. Assessment

At Cliffe VC Primary, ongoing assessment is an integral part of the learning and development processes. Assessment in the EYFS takes the form of day to day observations of the **children's achievements and interests** and this involves the teacher and other adults as appropriate. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are recorded in a variety of ways and used to inform the EYFS Profile which is completed at the end of the year. These observations are also used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. The parents are given the opportunity to discuss these judgements with the teacher.

At the beginning of the school year staff complete the Reception Baseline Assessment (RBA) with each child, in the first six weeks.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Each child is assigned a key person (typically the class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

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 their children. We do this through:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time in the EYFS class during regular transition visits from the pre-school or setting they attend
- inviting all parents to an New Starters meeting during the term before their child starts school;
- encouraging parents to talk to the child's teacher if there are any concerns.
- encouraging parents to contribute to the individual "learning journey" records kept for their child
- there is a formal meeting for parents in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress.

* ." (Early Years Foundation Stage, Department for Children, Schools and Families.)

- parents receive a report on their child's attainment and progress at the end of the Foundation Stage. There is also an opportunity to come to a meeting after these reports have been sent home if the parents wish it.
- All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.
- Staff in EYFS classes meet with the feeder pre-school settings to share good practice and discuss current issues. Where children attend other settings, we aim to ensure continuity and coherence by sharing information about the children.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

In addition we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavor to meet all these requirements to the full.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and Early Years Lead every three years.

At every review, the policy will be shared with the governing board.

* ." (Early Years Foundation Stage, Department for Children, Schools and Families.)

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

* .” (Early Years Foundation Stage, Department for Children, Schools and Families.)