



Eccleston C.E. Primary School
Let Our Light Shine

**Early Years Foundation Stage
Policy**

Teaching, Learning and Personnel Committee

Reviewed: Summer 2019

Approved by Teaching, Learning and Personnel Committee:
Summer 2019

Approved by Full Governing Board: Summer 2019

Signed by Chair of Governors:

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ECCLESTON C.E. PRIMARY SCHOOL

Early Years Foundation Stage Policy

'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 has 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 (DfE 2012)

AIMS

Children who are in our Reception class are in the last year of The Early Years Foundation Stage (EYFS). We aim to ensure children learn and develop well and are kept healthy and safe. We aim to give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

CURRICULUM

In line with the statutory guidance for the EYFS, 2012, we aim to provide:

- **quality and consistency** in all early year's settings, so that every child makes good progress and no child gets left behind.
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- **partnership working** between practitioners and with parents and/or carers; and

- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

We recognise that all children are unique and learn in different ways and at different rates. We aim to provide a stimulating environment for our children to learn which includes free access to the indoor and outdoor areas of the classroom. Play underpins our delivery of the EYFS.

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

Prime Areas

Communication and language

Physical development

Personal, social and emotional development.

Specific areas

Literacy.

Mathematics.

Understanding the world; and

Expressive arts and design.

We provide opportunities to promote learning in all seven areas through child-initiated and adult-led purposeful play. Staff respond to children's interests and needs and provide challenges to ensure children are making progress and developing independent skills to explore the world and solve problems. Our planning takes account of the three characteristics of effective teaching and learning:

- playing and exploring
- active learning
- creating and thinking critically

Every child is assigned a key person who the child is able to build up a special relationship with. Although the class teacher may not necessarily be the assigned key person, she is committed to support children and work in partnership with all families.

All staff at school are committed to ensuring that all children are happy, safe and secure.

Every Reception child has a buddy from Year 5 or 6. Older pupils are encouraged to look after younger pupils and support staff during less structured times of the day.

PLANNING

Planning reflects the requirements of the EYFS curriculum and is informed by observations and previous learning. Objectives are taken from the EYFS Development Matters document. This states 17 Early Learning Goals (ELGs) which Reception children work towards throughout the year. Planning is flexible and is constantly monitored to meet individual needs of children. A broad long-term plan is produced, and links are made to Year 1 teaching where possible (as children are taught in a mixed year group class). However, plans are flexible, and staff adapt them to respond to children's needs and interests. Ongoing observational assessments inform weekly planning. Learning objectives, activities, differentiation and deployment of adults and resources are reviewed daily. Both the teacher and teaching-assistants lead activities and enhance play through playing with the children by providing additional resources or asking challenging questions. Staff also make observations of children and assess what next steps need to be put in place.

ASSESSMENT

Children are assessed on entry (base-line assessment). The base-line information is used in conjunction with profiles sent on from pre-schools (if applicable) to inform planning. Observations are used to assess children's development and interests. Significant milestones and pieces of work are recorded in an individual learning journey which is an ongoing record of the child's Reception year. These books are used to both provide evidence of what children can do and what next steps need to be planned for.

At the end of Reception, children are assessed against the ELGs. Parents will be informed of where their children are meeting the expected levels of

development, exceeding them or emerging towards that level. This will also be used by staff to inform planning for Year 1.

A profile report, together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning, will be given to parents at the end of the year. This is a written report.

LIAISON WITH PRE-SCHOOL SETTINGS AND INDUCTION

We have close links with local nurseries. Staff liaise about prospective and current pupils and nursery staff provide school with profile tracking documents.

During the summer term, staff visit settings of children due to start in September's Reception. Families are invited to look around the school during the working school day.

In the summer term, parents are offered the opportunity of a home visit and are invited to attend an information evening. Information booklets are also provided.

Children are invited to spend two half-day sessions at school in the Summer term. A carefully planned, staggered induction period then takes place in September.

School and feeder nurseries work together to ensure a smooth transition to school and there are several opportunities where we work together during the year.

TRANSITION TO YEAR 1

Children are taught in a mixed Reception and Year 1 class which allows for a gentle and easy transition.

Reception staff plan for more structured activities to be undertaken during the summer term as appropriate.

The Autumn Term allows for a smooth transition to more formal learning. Learning in Year 1 is still taught through play-based activities.

HOME/SCHOOL LINKS

The class teacher is available to talk to parents before and after school every day. Parents may make appointments to meet with staff if they wish to discuss anything more formally.

Parent information evenings are held to support transitions and to provide information about curriculum teaching.

Reading diaries are used as an opportunity for home-school communication. Letters are sent out regularly to inform parents/ carers of what is happening in school.

Parents are invited to share significant moments from home. These 'Wow notes' are added to children's Learning Journeys to help form a holistic picture of the child's first year in school.

Parents are invited into school at least once a term to share their child's Learning Journey with their child.

A parents evening takes place in the Autumn and Spring term. A written report is given to parents in the Summer term (see 'Assessment' above).

EQUAL OPPORTUNITIES AND INCLUSION

Eccleston CE Primary School is committed to providing all pupils with equal access to all aspects of school life regardless of ethnicity, culture, religion, home-language, family background, learning difficulties, disability or gender. All staff aim to act as role models and promote positive attitudes.

We believe in early identification of **special educational needs** and aim to provide additional support for children where necessary and as early as possible. For further information please see the **Special Education Needs Policy**.