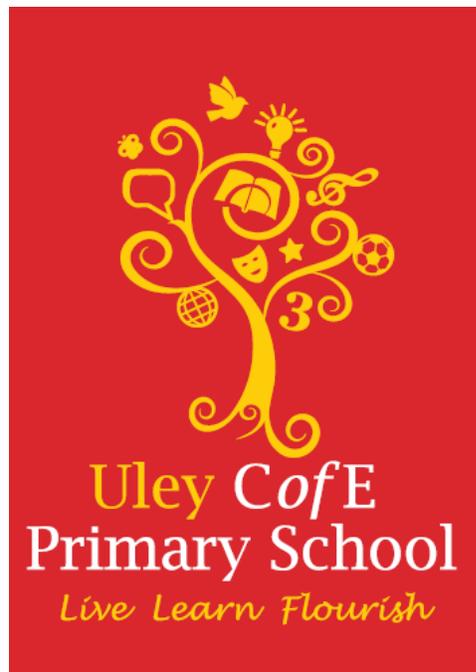


ULEY C OF E PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Summer 18

“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”,
Department for Education, 2017

At Uley C of E Primary School, we are committed to providing a high quality early years’ education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework. This is fostered within a Christian ethos where quality teaching promotes high standards of behaviour and achievement and inspires pride in our society.

Staffing and Organisation

At Uley C of E Primary School, we have one mixed Reception/Year 1 class that has the use of a large classroom and dedicated outdoor area. The classroom has a carpet area and the rest of the space is organised into learning zones for the children to access. There is a full time teacher and teaching assistants may be deployed in Class 1 based on the needs of the children.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Most sessions include free flow access to the outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Planning

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the end of Reception. There are three prime areas of learning:

Communication and Language
Physical Development
Personal, Social and Emotional Development

In addition, there are four core areas of learning:

Literacy
Mathematics

Understanding the World Expressive Arts and Design

The Early Years Foundation Stage (EYFS) Curriculum has four key principles which shape our practice:

A Unique Child
Positive Relationships
Enabling Environments
Learning and Development

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each term, the provision is enhanced with additional resources, based on previous learning.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops.

Observation and Assessment

At Uley, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities and guided activities practitioners make observations on each child which are gathered along with examples of work, preschool

records and parental contributions into either a digital learning journal – Tapestry or into books.

From the first half of the autumn term onwards, the Reception teacher uses their knowledge of each child to complete a baseline assessment across each area of the curriculum. This allows learning opportunities to be pitched appropriately. This information is closely monitored to ensure that all children are making good progress.

In the summer term, practitioners consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels. Judgements against the ELGs are based on ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

Parent Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. In the autumn and spring terms we hold parents' consultations and in the summer term we send home detailed reports. There are regular opportunities for parents to view their child's Tapestry digital learning journal too. We welcome contributions from home to this as well. The children take reading books home to share throughout the year and have access to the school library. Regular reading is encouraged at home and this should be recorded in the Reading Diary. Differentiated phonic and number activities are also sent home. Please refer to the school's 'Homework Policy'.

Behaviour Management

Please refer to the school's 'Behaviour Policy'.

Safeguarding

Please refer to the school's 'Safeguarding Policy'.

Inclusion and Equal Opportunities

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Uley

C of E Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We can support each child's needs by:

- 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 activities for children whose ability and understanding are in advance of their language and communication skills
- removing or helping to overcome barriers where these already exist
- monitoring children's progress and being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required

Please refer to the school's 'Equality of Opportunities' and 'SEND' policies.

Key Person Approach

The class teacher is responsible for the well being of all of the children in Class 1.

Their responsibilities include:

- helping the child to become familiar with the setting
- building a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately for each family.
 - responding sensitively to the child's needs, feelings, ideas and behaviour.
- ensuring that the learning opportunities on offer meet the needs of each child.

Promoting Awareness of Dangers and How to Stay Safe

We encourage the children to take an active role in ensuring their own safety and involve them in discussions about health and safety issues. It is important to us that all children in the school are 'safe'. We 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.

At Uley C of E Primary School we understand that we are required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. 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 as possible 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 endeavour to meet all these requirements.

Transition from Pre-school to Reception

We work closely with our feeder settings to ensure that the children make a smooth transition to school. We have regular contact with Uley Playgroup throughout the year and invite them to visit us on a regular basis from the spring term. In the summer term, we organise opportunities for each setting to bring groups of children to visit. School staff make additional visits and meetings to talk to pre-school staff.

We hold a transition meeting for new parents in the summer term, where we outline daily routines and expectations.

The children start school on a part-time timetable. After two weeks, they begin full-time. Routines such as assemblies and playtimes are built up gradually.

Transition from Reception to Year One

In the summer term, we begin a programme of transition to support the children with their move to Year One. This involves visits to Class 2, discussion with current Year One children and opportunities to ask any questions about the next year. The school holds several 'Move Up' sessions, giving the children a taste of their new class.

Monitoring and Review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Headteacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Date Written: June 2018

Next Review: June 2020