



St. Anne's CE Primary School

Early Years Foundation Stage (EYFS) Policy

Reviewed March 2017

Our Aim

At St. Anne's Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS '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.' With this in mind we offer a high quality, well resourced, integrated early education which makes a positive contribution to this distinct stage in a child's development, fostering the key learning skills of listening, speaking, concentration, persistence, co-operation, literacy and maths. Rich, stimulating and appropriate experiences will provide each child with opportunities to develop these skills, their competencies and their thinking to the best of their ability across all the areas of learning and development.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
4. Children **learn and develop** in different ways and at different rates.

A Unique Child

We recognise that every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. Through observation and assessment, we, as practitioners, are able to understand the development of each individual child and plan for next steps in learning as well as identifying any need for additional support. All children and families are valued and respected equally. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and at St. Anne's Primary School all children are treated fairly and equally. All children and their families are valued within our school, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity and Learning Support.

We meet the needs of all our children through:

- 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;
- monitoring children's progress and taking action to provide support as necessary.

Safeguarding and Welfare

Children's safety and welfare is paramount to us at St. Anne's Primary School. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways and follow set procedures when children become ill or have an accident.

At St. Anne's Primary School we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017 and we adhere to the school's Safeguarding Policy.

Positive Relationships

At St. Anne's we recognise that children learn to be strong and independent through positive and secure relationships. All staff support the children's own efforts and independence. We place high value on developing positive relationships with the families of the children. Parents have many ways of communicating with the Reception staff and we operate an open door policy, allowing parents to come into the classroom at the start and end of the day if they have something they need to share with a member of staff.

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. We have good links with local preschool providers and visits are undertaken to meet with the preschool staff to discuss new intake children and meet the children.

Parents as Partners

We recognise that parents are children's first and most enduring educators. We value the contribution they make. 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 with their teacher before starting school during preliminary visits;
- doing home visits. Visiting each child in their home and discussing their start of school with them and their parent/carer in a familiar environment;
- asking parents to complete a questionnaire to help with the transition into school.
- supporting children through the transition from pre-school to Reception with the children attending part time for 2 weeks. This is also to support staff and parents in getting to know each other as well as the children;
- inviting all parents to an induction meeting during the term before their child starts school and then a curriculum meeting during the first half term of the child's Reception year in order to detail how we aim to work with their child and support them in becoming lifelong learners;
- encouraging parents to talk to the child's teacher if there are any concerns in addition to formal parental consultations. Parents receive a written report on their child's attainment and progress at the end of their reception year;
- inviting parents to a literacy and maths workshop in the autumn term, to demonstrate to parents how we teach their child in school;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: special assemblies, stay and play, class assemblies;
- providing parents with an opportunity to celebrate their child's learning and development by completing "wow" certificates which inform planning and provision;
- written contact through the home school diary as well as the acknowledgement that parents can ring school to contact teachers;
- ensuring all parents know that their child's teacher and teaching assistant are their key workers;
- using 2Build a Profile. Parents can add to their child's electronic learning journal;
- by giving them the opportunity to complete 'parent voice' forms;
- encouraging parents to come and support in the classroom.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. We provide stimulating resources that are relevant to the children's cultures and communities.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journals. Play based learning is paramount and children

direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

The children in our Reception class complete the EYFS ready to benefit fully from the opportunities ahead of them. The EYFS learning and development requirements comprise;

- The ***Seven areas of learning and development*** of which three are 'prime areas' and four 'specific areas'.

The prime areas

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

The specific areas

- Literacy
 - Mathematics
 - Understanding of the world and
 - Expressive arts and design
- The ***Early Learning Goals*** which summarise the knowledge, skills and understanding that all you children should have gained by the end of the reception year
 - ***Assessment requirements***. We assess the children's achievements and report to parents/carers at different points and in a variety of ways as set out in the *Observation, Assessment and Planning* section.

Observation, Assessment and Planning

Our practise focuses on considering the individual needs, interests and stage of development of each child in our care. There is an on-going cycle of observing, assessing and planning. We analyse our observations so that we are aware of the current ability of individuals and we then plan and provide experiences and opportunities that closely match the children's current needs.

Observation

In the Reception classrooms at St. Anne's we constantly listen to the children's ideas and observe them during their learning. We create learning stories for the children and watch them for longer periods of time. We take careful note of their interests (this information may come from the children themselves or their families) and this enables us to create 'next steps' for each of them which are implemented either through planning, adapting our practice or intervention programmes.

When watching the children during self-initiated learning, we look closely at the way in which they learn. We make note of the children's ***characteristics of effective learning*** on all observations and act upon this either through deciding on their 'next steps' or adapting our teaching style and planning.

Assessment

Formative assessment takes place during literacy (phonics) and maths lessons. It is an integral part of the learning and development process. This information is used to aid planning and provision and grouping. Planning and differentiation is informed by our formative assessment records.

Every observation we make is looked at alongside 'Development Matters in the EYFS' and a 'best fit' judgement is made and recorded on the observation. Observations and photos are put into the children's individual Learning Diaries on the 2Build a Profile app on the iPad.

Observations and formative assessment allow us to confidently make informed judgements which we report to parents through informal discussions, formal parental consultations and a written report at the end of the reception year.

The parents are aware they can discuss their children's development at any point within the year.

If a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents or carers and agree how to support the child. This may also include a discussion with the school SENCO. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support.

Throughout Reception children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the 'Development Matters' document. Summative assessment takes place at the end of the EYFS when we complete the EYFS Profile. This provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for year 1. All observations, formative assessments and general teacher knowledge of the children will be reflected in the profile. Each child's level of development will be assessed against the early learning goals in line with the EYFS statutory framework 2017.

Transition **From Pre-school to Reception**

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Our Reception teachers attend a transition meeting and talk to pre-school providers about individual children. The Reception teachers also have a separate transition meeting at the preschool where the majority of children in the new intake attend. Other visits to pre-schools may also be carried out.
- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- The children are invited to two separate visits to their reception class.
- Reception teachers visit the new intake of children in their preschool setting.
- The Reception teachers and Teaching Assistants undertake home visits in the first week of the Reception year to meet children in their home environment.
- The parents are asked to complete an 'All About Me' form where they are asked about children's interests, level of independence and general readiness for reception.

From Reception Class to Key Stage 1

At St Anne's the children get to know the staff in other areas of the school through assemblies, celebrations, playtimes and lunchtimes, all of which contribute to a smooth transition. The 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 characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers

about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

The Learning Journals and online profiles are also passed on to the Year 1 teachers, enabling them to have a clear understanding of each child's ability at the end of the Reception year.