

Lower Peover C.E. Primary School

EYFS Policy



LOWER PEOVER
CofE Primary School

Staff Meeting:	March 2018
Governors Meeting:	March 2018
Chair of Governors:	James Forshaw
Review:	March 2020

Overview

At Lower Peover Primary School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development and as preparation for life.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the Reception year.

All children begin at Lower Peover with a variety of experiences and learning. The practitioners working in reception build upon that prior learning and experience. This is done through ensuring that Parents/Carers and the Early Years practitioners work together effectively to support children's learning and development, ensuring that each child's learning is a continuous journey.

Aims

Our aims in the foundation stage are to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- use and value what each child can do, assessing their individual needs and helping each child to progress
- enable choice and decision-making, fostering independence and self confidence
- work in partnership with parents/guardians and value their contributions
- ensure that all children, irrespective of ethnicity, culture, religion, home, language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development

The Curriculum

The early learning goals (the knowledge, skills and understanding which young children should acquire by the end of the reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the "[2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#)" document (Department for Education,2017).

The EYFS is based upon four principles:

- A Unique Child

- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

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, 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and development

There are seven areas of learning and development. All areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationship and thrive. These three areas are the **Prime Areas** of Learning:

- Communication and Language
- Physical Development
- Personal, Social & Emotional Development

We also support the children in four **Specific Areas** of Learning, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Play

Learning through play underpins our approach to teaching and learning in the Foundation Stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so, we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own.

They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning and activities are planned with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

Playing and Exploring - children investigate and experience things, and 'have a go'

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in reception are involved in this process.

Staffing and Organisation

At Lower Peover there is one reception class with an intake of 30 pupils. We maintain an adult/pupil ratio of 1:15 within the reception year: there is a teaching assistant in class throughout the day. The children have daily opportunities for Continuous Provision both in the classroom and in the outside area. The teacher liaises with the teaching assistant, involving them in planning, preparation and assessment.

Assessment, recording and monitoring

All practitioners who interact with the child contribute to the assessment process. Formative assessments inform everyday planning and are based on on-going observational assessment of each child's achievements, interests and learning styles. On-going assessments may take the form of anecdotal observations, focused observations, annotated examples of work, photographs, and information from parents. On-going observations for each child are recorded on an online learning journey, using Tapestry, which can be commented on and added to by Parents.

Baseline assessment

On entry to the Foundation Stage all children are assessed. Assessments are collected through observations and directed tasks but are not carried out formally. Assessments are then used to plan next steps for individual and groups of children. We use the baseline assessment to track both individual progress, class progress and the progress of vulnerable groups both termly and at the end of reception.

The Learning Environment

Children's learning is planned through play activities, direct teaching and focused groups. A combination of child-initiated or adult-led play activities are used to provide the most effective learning opportunities.

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. Activities are planned for both the inside and outside and children have the freedom to move between the indoor and outdoor classroom throughout the day. The learning environment is divided into a variety of different areas:

Inside - role play, reading area, maths area, writing area, Music area, Computing & Technology area, creative table, Painting area, investigation station, construction area (large block play and various small construction), small world and puzzles.

Outside - mud kitchen, sand, water-including water wall, home corner/play shed, large blocks, musical instrument frame and basket, reading tent, tyres and loose parts, access to a variety of other construction, small and gross motor activities and resources to support role play within the outdoor store rooms.

Liaison with pre-school settings and induction

Prospective parents can visit the school at any time. A new parents' meeting is held in June to introduce the school's expectations and routines, and to outline the induction process and Foundation Stage curriculum. Parents/guardians have the opportunity to meet the class teacher and to visit the classroom. Parents/guardians are given a new parent pack along with forms to be completed and returned to school. Transfer records from pre-school settings inform reception practitioners about the new intake. In the summer term the practitioners in reception aim to undertake a visit to each child in their pre school or nursery setting. During Summer Term 2 children have the opportunity to visit the school, lunch with their parents in the hall, then stay for the afternoon in their new classroom. During the induction period in September the children are split into two groups.

Week 1: First two days (Tuesday & Wednesday) Group 1 attends in the morning then has lunch, group 2 attends in the afternoon. Following two days (Thursday & Friday) the arrangement is reversed, Group 2 attends in the morning then has lunch and Group 1 attends in the afternoon.

Week 2: all children start full time.

This induction period allows the children to feel secure in their new environment and for the practitioners to get to know the children individually, begin baseline assessments and establish good relationships.

Reception to Year 1 Transition

Reception and Year 1 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

- Reception practitioners plan for more structured activities to be undertaken during the summer terms
- An EYFS Profile end of year class summary sheet and assessment records are passed on to year 1 teacher
- Reception and Year 1 teachers meet to discuss individual needs of children in July
- Reception children visit their Year 1 classroom and teacher for two afternoons in July
- Opportunities for children to become familiar with the Year 1 teacher and staff are utilised

Home/School Links

We recognise that parents/guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

- Outlining the reception curriculum to parents/guardians during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home
- Holding a Parents/Carer evening to outline reading and writing in reception
- Sending reading books and word packs home to help children practice and develop their reading skills.
- Providing regular observations on each individual which can be viewed by Parents electronically
- Explaining to Parents how they can contribute to their child's online learning journey
- Stay and Play afternoons one afternoon a month
- Half termly letters to inform Parents about appropriate information
- Having an open door policy

For Equal Opportunities, Inclusion, Safeguarding and Health and Safety please refer to the appropriate school policies

Date: February 2018