



EYFS Policy

"Every child deserves the best possible start in life and support to reach their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up."

'Statutory Framework for the Early Years Foundation Stage.' Department for Children, Schools and Families.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

Glenmere Primary School greatly values the role of the Early Years Foundation Stage in laying the foundations for future learning and development. It is recognised that every child is a competent learner who can be resilient, capable, confident and self-assured. Children develop in individual ways and begin Reception Class with a variety of experiences. Pupils are given every opportunity to achieve their best. The needs of the children in our school are met by:

- Planning opportunities that build on what the child already knows and can do, to develop confidence and self-esteem.
- Observing children regularly to be aware of how they learn most effectively and identify the range of needs they exhibit and what their interests are.
- Using resources that reflect diversity and are free from discrimination and stereotyping.
- Providing equality of opportunity for all children and treat each child as an individual.
- Providing a rich, stimulating, safe and supportive environment in which the contribution of all children is valued.
- Promoting a positive attitude towards school and learning and develop attention skills and persistence.
- Ensuring the quality of provision is appropriate to the different starting points from which children develop their learning and takes into account the unique child's cultural background and home experiences.

- Managing carefully the transition between home and the setting.
- Encouraging independence and a sense of responsibility, to promote each child's self-confidence.
- Ensuring that the curriculum meets the personal, social and emotional needs of the children.
- Developing social skills that enable children to work alongside and with each other.
- Encouraging and promoting positive behaviour through clear boundaries and strategies.
- Providing opportunities for children to communicate through gesture, action, expression and speech and use words in a variety of contexts.
- Encouraging, praise and celebrate each child's achievements and develop positive self-talk.
- Developing effective strategies to meet learning needs and implement individual education plans as necessary.
- Following admission procedures, such as; visits to the setting and parents meetings to introduce new children and their parents to the school.

Positive Relationships

Glenmere Primary School Reception Unit know that children learn to be strong and independent from secure relationships. We recognise the importance of working alongside parents and aim to develop caring and respectful relationships with all children and their families by:

- Providing opportunities for parents and carers to become involved and informed about their children's progress and achievements in school and to share information with staff.
- Offering parents the opportunity to contribute to their child's Learning Journey
- Meeting with parents formally three times a year to share their child's achievements.
- Providing an annual written report to parents at the end of the Reception year summarising their child's achievements and linking these to the Characteristics of learning.
- Inviting parents to come in and help with activities.
- For staff from nursery, reception and year 1 to liaise closely with each other to ensure a smooth transition for all children.
- Introduction afternoons for Reception children and parents in the summer term to inform them about the EYFS, routines and the school. Parents are encouraged to look around the Foundation Stage and meet the Staff.

Observations

Individual observations are arranged weekly so that adults can observe individual children in a range of situations and share their information to give as much of the above information as

possible. These observations are based on firm evidence and are used to inform future planning. They are cross-referenced to their individual records, showing their achievement of the Learning Outcomes and Early Learning Goals which are up-dated each half term.

We use Tapestry as an online journal that builds a very special record of a child's experiences, development and learning journey through their early years and primary education. Using photos, videos and diary entries the EYFS teacher along with the parents, 'weaves' the story of the child and how they are growing and developing. This also enable parents to have access at home to see the observations being made in school

Learning and development

There are seven areas of learning and development that will shape our education programmes for EYFS pupils. These areas are split into two sections – prime and specific; however, all the sections are interconnected and important.

The “prime” areas of learning and development are:

- Communication and language:
- **Listening and attention:** pupils listen attentively in a range of situations. Pupils will listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Pupils give their attention to what others say and respond appropriately, while engaging in other activity.
- **Understanding:** pupils will follow instructions involving several ideas or actions. Pupils will answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Speaking:** pupils express themselves effectively, showing awareness of the listeners' needs. They use past, present and future forms accurately when talking about events that have happened or will happen in the future. They develop their own narratives and explanations by connecting ideas or events.
- Physical development:
- **Moving and handling:** pupils show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- **Health and self-care:** pupils know the importance of good health, physical exercise and a healthy diet. Pupils will talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Personal, social and emotional development:

- **Self-confidence and self-awareness:** pupils are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- **Managing feelings and behaviour:** pupils talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Pupils will work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Making relationships:** pupils play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The "specific" areas of learning and development are:

- Literacy
- **Reading:** pupils will learn to read and understand simple sentences. Pupils will use phonic knowledge to decode regular words and read them aloud accurately. They will also learn to read some common irregular words. Pupils will demonstrate understanding when talking with others about what they have read.
- **Writing:** pupils use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Pupils write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.
- Mathematics
- **Numbers:** pupils count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- **Shape, space and measures:** pupils use everyday language to talk about size, weight, capacity, position distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore the characteristics of everyday objects and shapes and use mathematical language to describe them.
- Understanding of the world
- **People and communities:** pupils talk about past and present events in their own lives and in the lives of family members. They know that other

pupils don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

- **The world:** pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- **Technology:** pupils recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
- Expressive arts and design
- **Exploring and using media and materials:** pupils sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- **Being imaginative:** pupils use what they have learned about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through D&T, art, music, dance, role-play and stories.

Learning and development is implemented through a mix of adult-led and pupil-initiated activity and play, and is reactive to the pupil's lead.

Play is important to learning and development and, therefore, we do not make a distinction between work and play.

We plan pupils' activities to reflect their interests and the synopses written by their parents. Assessment is conducted through observation and a detailed assessment schedule is found in section three.

We support pupils in using the three characteristics of effective teaching and learning from the statutory framework for the EYFS, which are:

- **Playing and exploring:** pupils investigate and experience things, and 'have a go'.
- **Active learning:** pupils concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creative and critical thinking:** pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We will complete a Pupil Progress Meetings to check progress against the ELGs on a termly basis.

Enabling Environments

The Reception Unit knows that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning a range of challenging, achievable, fun activities and experiences to extend the children's learning. We create an enabling environment by:

- Providing an attractive, safe, welcoming and stimulating learning environment which encourages children to explore, investigate and learn through first hand experiences.
- Planning activities for indoors and outdoors. Children have the freedom to move between the indoor and outdoor classroom during the school day.
- Building a learning environment that supports the seven areas of learning.
- Using materials, equipment and displays that reflect the community and the wider world.
- Providing a variety of writing in the children's home languages as well as English and opportunities to hear it through resources provided.
- Monitoring, evaluating and reviewing children's progress by integrating observation and assessment into daily classroom practice.
- Planning activities which are informed by observations and assessment which may be adult-led or child initiated, with appropriate intervention by adults.
- Planning experiences that are based on real life situations and are imaginative, motivating, enjoyable and challenging.
- Matching observations and assessments to the expectations of the early learning goals for each child.
- Making effective use of unexpected opportunities for children's learning that may arise.
- Safety is paramount and we have a robust and effective Child Protection and Safeguarding Policy in place to ensure the pupils in our care are protected.
- Our full Health and Safety Policy is available on request at the school office.
- Our full Supporting Pupils with Medical Conditions Policy is available on request at the school office.
- The following general health and safety safeguards are in place:
 - A supply of fresh drinking water is available on the premises at all times
 - Pupils' dietary needs are acted upon
 - Snacks are available during the morning session
 - A first aider is accessible at all times
 - Accidents and injuries are recorded in an accident book
 - A Fire Safety Policy and Invacuation, Lockdown and Evacuation Policy

The role of parents

We encourage a partnership with parents and aim to achieve this through:

- Inviting parents and children to the school in the term before they start, and talking to parents about their child's needs.
- Making arrangements for helping their child to settle into school.
- Providing opportunities at the beginning and end of each day for parents to talk to the teacher.
- Offering formal parents meetings in the autumn and spring terms, and an informal meeting in the summer term, to share information about their child and to discuss their child's progress with the class teacher.
- Providing the parents with a written report on their child's progress at the end of the Summer Term.
- Encouraging parents to participate in their child's learning through activities such as reading and sharing books, practicing phonics, and playing number games.
- Encouraging parents to share their knowledge and expertise in the classroom.
- Providing a contact book for each child, also used as a reading record, which goes home every night and is used as a means of communication between home and school.
- Providing a 'phonics book' to inform of the phonemes taught.
- Providing a 'Curriculum Information' letter at the beginning of every term outlining our curriculum plans for the term, and suggesting ways in which they can help their child.
- Providing an end of term newsletter for the class about their achievements.

The Role of the EYFS Co-ordinator

- Ensure consistency of teaching, learning and all routines across the EYFS
- Moderate assessments made
- Carry out formal and informal monitoring
- Lead the tracking of pupils using iPads with 'tapestry' software and other assessment tools
- Maintain resources
- Liaise with the Senior Leadership Team to make sure there is consistency between the EYFS and the school
- Attend regular meeting with Affinity and be aware of new guidance, planning, resources and strategies on a regular basis
- Liaise with Nurseries and pre-schools, and Year 1 teacher to ensure a smooth transition for pupils
- Be approachable and available to help staff in the EYFS and support and advise them

Assessment, recording and reporting

On entry to school, children have already acquired a wide range of experiences. Early years' experience should build on what children already know and can do and adults must be able to observe and respond effectively.

Assessment is carried out to:

- Observe children's interests and environments during nursery visits where possible in order to form a baseline assessment.
- Celebrate children's success
- Provide appropriate experiences for them
- Observe children in different situations
- See what motivates and interests them
- See where best they learn and how they learn-learning styles
- Ensure all children are making progress get a broad picture of each child
- Inform planning
- Watch how the child relates to children and adults
- See how they apply their knowledge and understanding
- Share with parents and others

This information enables the staff to extend the children's learning and experience and develop a relationship between home and school. Assessment in the Foundation Stage is an on-going process which recognises the developing nature of the individual young child

As pupils enter the EYFS, teachers will use their judgement to assess the age that they are working within.

Pupils will be given an 'on entry assessment'

To recognise pupils' needs, understand their progress, plan activities and provide support, pupils' development and progress will be monitored by the EYFS practitioner.

Progress will be recorded by observing and assessing pupils using a combination of written observations, letters to parents, photos (where necessary) and samples of work; however, paperwork will be kept to a minimum, and only what is necessary to promote successful learning and development will be used.

EYFS profile

The EYFS practitioner will complete the EYFS profile for each pupil who is five-years-old unless an [exemption](#) applies.

Profile judgements will be made on the basis of cumulative observational evidence recorded over the course of the year and will be completed by a specified deadline.

The EYFS practitioner will complete the profile in accordance with the EYFS ARA.

The EYFS practitioner will agree on a system to collect and submit profile data with the LA.

In accordance with the Childcare (Provision of Information About Young Children) (England) Regulations 2009, we will provide the EYFS profile data to the LA upon request, unless the Secretary of State has granted an exemption from the EYFS learning and development requirements.

For the EYFS profile, the following assessment ratings will be used to indicate the relevant EYFS judgement:

- **An assessment rating of '1'** indicates that a pupil is at the 'emerging' level at the end of the EYFS
- **An assessment rating of '2'** indicates that a pupil is at the 'expected' level at the end of the EYFS
- **An assessment rating of '3'** indicates that a pupil is at the 'exceeding' level at the end of the EYFS
- **An assessment rating of 'A'** indicates a pupil who:
 - Has not been assessed due to long periods of absence.
 - Has attended the provision for an insufficient amount of time for the teacher to make an adequate assessment before the profile submission deadline.
 - Has an exemption.

We will provide additional information alongside the profile judgements to ensure that conversations with KS1 staff are meaningful, and to help the pupil make a successful transition.

We will ensure that provision has been made for those pupils with EAL to use their first language in play and learning.

We will ensure that the requirements of all pupils with SEND are met, e.g. through reasonable adjustments.

The headteacher will monitor all teacher judgements.

Reception baseline assessment (RBA)

The RBA will:

- Be carried out within the first six weeks of pupils starting school.
- Be an activity-based, age-appropriate assessment of pupils' ability in language, communication and literacy, maths, and (subject to trialling) self-regulation.
- Take approximately 20 minutes per pupil.
- Be administered by a Reception teacher, Reception TA or suitably qualified practitioner, e.g. the SENCO.

The RBA will be used to create a baseline for school-level progress measures and will measure the progress pupils make from Reception until the end of Year 6.

Pupils will not 'pass' or 'fail', and no numerical score will be shared.

Staff will receive a series of short, narrative statements that tell them how their pupils performed in the assessment – teachers will use these to inform their teaching approaches.

How the results are used

We will provide a copy of each pupil's EYFS profile report, alongside a short commentary on their skills and capabilities in relation to the [three key characteristics of effective learning](#), to all Year 1 teachers.

This information will be used to inform discussions between Reception and Year 1 teachers about each pupil's stage of development and learning needs, and help with planning activities in Year 1.

We will also use the information to assess:

- Levels of learning and development across each area of learning for individual pupils
- The attainment of pupils born in different months of the year, e.g. the progress of Summer born children against their peers.
- The attainment of different groups of pupils, e.g. boys and girls.

We will conduct further analysis by comparing our results against local and national results.

Exemptions

We will participate in the assessment arrangements within the EYFS ARA, unless:

- The Secretary of State has granted an exemption from the profile for the provision.
- The pupil is continuing in EYFS provision beyond the year in which they turn five.
- The pupil has attended the provision for an insufficient amount of time for an adequate judgement to be made before the profile submission deadline – professional judgements will be used to determine whether an accurate assessment can be made.

Where a pupil is exempt or an assessment is not appropriate, this will be recorded as 'A' (no assessment) for each ELG in the pupil's profile return.

In exceptional circumstances, a pupil will be permitted to remain in EYFS provision beyond the end of the academic year in which they turn five – parents will be consulted on this decision.

Where a pupil remains in EYFS provision beyond the end of the academic year in which they turn five, the assessment will continue throughout the pupil's time at the school; however, the EYFS profile will only be completed once, at the end of the year before the pupil moves to KS1.

EYFS profile moderation

Staff will ensure that internal moderation is carried out; for example, this could include two members of staff having informal discussions regarding evidence of a pupil's development.

If we are scheduled to have an LA moderation visit, staff will ensure that interim judgements against each ELG for all pupils in their care are in place.

We will comply with our LA's moderation requirements.

The EYFS practitioner will be responsible for collecting the evidence to be discussed at moderation visits, including the following:

- Materials
- Knowledge of the pupil
- Anecdotal incidents
- Observation results
- Information from additional sources that supports the overall picture of the child's development

While we will keep records of information, we will keep paperwork to a minimum.

All records will be kept in accordance with our Data Protection Policy.

Reporting to parents

EYFS profile assessments will be used as a basis for reports to parents.

We will share the EYFS profile results with parents and ensure they have an opportunity to discuss the report with the teacher who completed it.

Meetings with parents will be held within the term in which the profile has been completed.

We will ensure that parents are involved in the assessment process on a regular, ongoing basis.

Written summaries of pupils' attainment will include whether the pupil is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels.
- Exceeding expected levels.

At the end of Reception, parents will be given a report which:

- States their child's attainment against the ELGs.
- Summarises attainment in all areas of learning.
- Comments on general progress including the characteristics of effective learning.
- Explains arrangements for discussing the profile.

Reports will also:

- Be specific to the parent's child.
- Be concise and informative.
- Help to identify appropriate next steps.

If parents wish to see a copy of their child's profile, we will make it available free of charge

To receive a copy of their child's profile, parents should contact the school office

We operate an open-door policy, so that parents can speak to their child's teacher about any concerns. To book meetings with teachers, parents should speak to the school office.

We will invite parents to an annual parents' evening, in which they will be able to speak to their child's teachers.

Monitoring and review

This policy will be reviewed annually by the governing body and the headteacher.

Any changes made to this policy will be communicated to all members of staff by the headteacher.

All members of staff directly involved with the early years teaching are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is June 2021.