



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.

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.

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.

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.

Learning and Development

Children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected. The EYFS is made up of seven areas of learning:

3 prime areas

- Communication and language
- Physical development
- Personal, Social and Emotional Development

4 specific areas

- Literacy
- Maths
- Understanding of the world
- Expressive arts and design

All areas are delivered through planned purposeful play with a balance of adult led and child initiated activities. In each area there are Learning Goals (the knowledge, skills and understanding) that define the expectations for most children to reach by the end of the EYFS. Each area of learning is equally important and they depend on one another to support a rounded approach to child development.

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 '2buildaprofile' 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 the EYFS OLP, 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