



## Churchill CEVC Primary School

# Early Years Foundation Stage Policy

*With kind hearts and determined minds, we inspire each other  
to be the best we can be.*

Written by	Lorraine Woollven and EYFS team
Ratified by	Curriculum Committee
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Signed – Chair of Governors	<i>S Furniss</i>
Signed – Headteacher	<i>L Woollven</i>

*This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School*

## Early Years Foundation Stage Policy

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### 1. Aims

This policy aims to ensure:

- ☑ That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- ☑ Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- ☑ Close partnership working between practitioners and with parents and/or carers
- ☑ Every child is included and supported through equity of opportunity and anti-discriminatory practice

At Churchill CEVC Primary School we strongly believe that Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Churchill Primary School. The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

In our EYFS setting we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to be the best they can be.

We aim to support each child's welfare, learning and developmental needs by:

- recognising that all children are unique and special;
- understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally;
- providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them;
- fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community;
- teaching them to express and communicate their needs and feelings in appropriate ways;
- encouraging children's independence and decision-making, supporting them to learn through their mistakes;
- developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously;
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own

- understanding the importance of play in children's learning and development;
- providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn;
- providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development;
- providing effective learning opportunities in a range of environments, inside and outside;
- to prepare the children for 'school readiness' and the transition into KS1 and the National Curriculum.

## **2. Legislation**

This policy is based on requirements set out in the 2021 Statutory framework for the Early Years Foundation Stage (EYFS)

## **3. Structure of the EYFS**

In the policy the term 'setting' refers to the Early Years educational provision at our school. EYFS is available to children who enter school from September of the academic year in which they will turn five years old. These children are in the final year of the EYFS. In the National Curriculum this is referred to as the Reception Year, or YR. In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

## **4. Curriculum**

Our early years setting includes the educational programmes as stated in the statutory framework of the EYFS. They also provide children with a curriculum designed around what they desire the children in the class to achieve by the end of the year. This is individually tailored to the school and is influenced around cohort/environmental interests and current affairs as well as our school ethos and values. The Churchill curriculum also reflects areas that are being developed as a whole school initiative or have been noted as areas of interest for school improvement.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- ☐ Literacy
- ☐ Mathematics
- ☐ Understanding the world
- ☐ Expressive arts and design

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

At Churchill CEVC Primary School we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical and 'hands on' as possible. We also strive to challenge our more able pupils who are already showing signs of

'school readiness.' We recognise the importance of having a balance of child initiated and adult led learning. Play is an essential and rich part of their learning process. It is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In our EYFS setting practitioners provide both structured and unstructured play and learning opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, rehearse, question, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play and structured activities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding and rehearse prior learning. In providing these active learning opportunities we believe that we are promoting opportunities for children to develop their 'characteristics of an effective learner.'

We believe that a rich and varied environment supports children's learning and development. We strive to create an environment which gives children confidence to explore in a secure and safe, yet challenging space. All resources are clearly labelled with pictures, words and numbers to enable children to be independent in selecting their own resources. We display children's learning in the classroom and throughout the school as we believe this showcases their successes and enables them to take pride in their achievements. Our role play area and book corner are changed regularly to link with our learning and the children's interests. Our outdoor area is available to the children all year round and coats are part of our EYFS uniform the children can access this space and the amazing school grounds at all times of the year.

## **5. Assessment**

The statutory Baseline Assessment will be delivered in the first 6 weeks of the children being enrolled into our school. This is done by the class teacher delivered 1:1. Emphasis is given to ensure the child has settled well into school and is 'ready' to be assessed. The assessment can also be done in small segments if developmentally appropriate. Any child joining new to the EYFS will need to do the assessment within 6 weeks of enrolling. This data is collected virtually via a secure internet programme by the DfE.

At Churchill CEVC Primary School, ongoing assessment is an integral part of the learning and development processes. Staff will support and extend children's thinking in their play through use of language, open ended questions and support tools. Through this, they are able to build strong relationships and we work collectively to identify level of achievement, interests and learning styles. This is used to shape future planning and content. Our staff are very much 'present' with the child and any observations made are recorded when the learning is of particular significance for the child. Practitioners also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the summative EYFS profile for each child. Pupils are assessed holistically against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected) or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing knowledge of each individual and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and with the Y1 team to begin plans for transition.

Ongoing assessment is an essential aspect of the effective running of the EYFS setting. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment findings and examples of work.

The main EYFS assessment method is through practitioners' interaction and extensive knowledge of each child including their areas to develop and their strengths. Any written observations of children in different teaching and learning contexts, including both adult focused activities and child-initiated play are made via a staff communication book or through tapestry. Observations and interactions take place on a daily basis (both formally and informally) and are recorded mainly for practitioner use. They also make observations to use on our online learning journal platform in order to capture significant moments of children's learning. All practitioners are involved in observing and interacting with children. It informs them of children's abilities, needs, interests, and learning styles. Observations and interactions are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next

steps and progress. Observations and photographs of children learning are recorded in individual learning diaries on Tapestry (online recording system). This tool will enable parents to access their child's diary online to see the observations and additions made on their child's learning.

Other methods of assessing children in the EYFS setting include annotation of children's written work. Electronic Learning Diaries, work samples, photographs, practitioner knowledge and the change in provision are all examples of showing children's progress over the academic year in all Areas of Learning and Development of the EYFS programmes. Children's readiness to progress onto the next teaching point is carried out at the end of each term and progression documents are used to support judgement and highlight any next steps needed to keep up. At three points in the year practitioners also meet with the SLT team for detailed 'pupil progress' meetings. At the end of the year, a summary of every child's development and holistic learning achievements against the 17 ELGs are created to support discussion and transition for the cohort into Y1.

## **6. Working with parents**

At Churchill CEVC Primary School we recognise the importance of establishing positive relationships with parents as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents. We value the role of parents as children's primary educators. Through questionnaires and informal chats at the beginning and end of the day practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests. As part of our online learning journals, parents will have access to add their own observations onto their child's profile.

Parents are kept informed of what is happening in the setting through weekly roundups on tapestry, termly information pages, Class page on the school website, regular letters, reading records and informal chatting at the beginning and end of the day. Whole school newsletters are also sent home on a regular basis. Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent's evening takes place during the spring term where practitioners will feedback on children's learning and development progress. Other opportunities for practitioners to share children's learning, development and well-being with parents include Learning Diaries and end of year reports.

Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills (e.g. cooking, art, music) to support children's learning. The setting has a friendly, open-doors ethos and practitioners are available on the playground to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have.

## **7. Admissions and Induction**

Churchill CEVC Primary School provides full-time Early Years education for children in the Reception Year. This is for children who enter school from September of the academic year in which they will turn five years old. Before they start in the setting, all children are offered a series of visits during the Summer term. The purpose of these initial visits is for the children to meet their new practitioners and start to become familiar with the setting environment, during these sessions parents have a chance to meet in the school hall where they are introduced to other members of the school community. Practitioners will also go to visit the children in their current pre-school / Nursery settings. The aim of these visits is to support practitioners develop their knowledge and understanding of each child in order to make the transition period to Churchill CEVC Primary School as smooth as possible.

In the Summer term parents are invited into school to meet the setting practitioners and headteacher. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions. School information packs will be distributed to parents at this meeting, detailing school routines and expectations.

We also offer home visits during the first week of the school year to meet parents and their children in their home setting. Practitioners will visit children in their homes providing another valuable and individualised opportunity for practitioners to get to know 'the whole child.'

When starting school in September we have a short period of induction (generally no more than two weeks) and then the children will start full time. Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school. See *North Somerset Admissions Arrangements for more information.*

**8. Equal Opportunities**

All practitioners at Churchill CEVC Primary School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within our EYFS setting. See *Single Equalities Scheme for more information.*

**9. Special Educational Needs**

See *Special Educational Needs and Disabilities Policy.*

**February 2022**

Signed: Chair of Curriculum and Standards Committee. \_\_\_\_\_

Approved date: \_\_\_\_\_

Review date: \_\_\_\_\_

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy