



"Developing potential without limitations"

## Frieth C.E.C. School EYFS Policy

**Date implemented :** May 2014

**Member of staff responsible:** Headteacher

**Governing body committee responsible:** Personnel Recruitment and Policy committee

**Headteacher's signature** .....

**Chair of Governor's signature** .....

Review date: October 2016

signed: Jo Reid

date: 31/10/16

Review date:

signed:

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### **Early Years Foundation Stage**

*"Every child deserves the best possible start in life and support to fulfill their 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 Education, 2012.

The EYFS is based on four principal themes:

— A unique child - every child is a competent learner who can be resilient, capable and self assured.

— Positive relationships - children learn to be strong and independent from a base of loving and secure relationships with parents/carers.

— Enabling environments - the environment plays a key role in supporting a child's development.

— Learning and development – children learn and develop in different ways and at different rates. All areas of learning are equally important and interconnected.

## **Aims**

At Frieth we aim 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/carers 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.

## **Curriculum**

All Early Years planning is taken from the three prime areas of learning and the four specific areas of learning and development.

— Personal, Social and Emotional Development

— Communication and Language

— Physical Development

And four specific areas of learning and development;

- Literacy
- Mathematics

- Expressive Arts and Design
- Understanding the World

We aim to meet the Early Learning Goals by the end of the Foundation Stage. Opportunities are given for children to enjoy the activities planned by the teacher to incorporate all of the areas of learning and also to engage in self-planned activities.

We deliver daily Phonics sessions, based on the Letters and Sounds national approach, teaching Phases 1 - 3.

At Frieth we aim to develop a positive attitude to learning and encourage the development of children's learning through enjoyment.

## **Organisation**

EYFS has its own classroom with toilets and a secure outdoor area. The teacher liaises with the Learning Support Assistants, regularly involving them in planning, preparation and assessment.

We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, EYFS network group and local cluster group training.

The classroom is organised to offer both Reception and Year 1 hands on resources, which is always accessible to the children.

## **Enabling Environments**

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through personal learning. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. The classroom comprises of both Reception and Year 1 children and provides an engaging and challenging working environment for all.

Activities are planned for both inside and outside encouraging the children to learn and ask questions about their own discoveries. The children have the freedom to move between the indoor and outdoor classroom throughout the school day.

The learning environment incorporates a variety of different areas of continuous provision, for example: role play, book corner, writing area, Numeracy area, listening centre, computer area, creative area, play dough, tuff tray, sand, water, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment.

Children are encouraged to initiate their own lines of enquiry and investigation during child initiated time by planning and choosing their area to play and learn.

### **Parental Involvement**

We believe that all parents play a crucial role in the education of their children. We support this by:

- Offering an open door policy allowing parents regular opportunities to talk about their child's progress.
- Visiting some pre-school settings each year in the Summer term.
- Inviting the new children to visit Frieth Reception classroom for an afternoon in the Spring/Summer term, allowing their parents to attend an information, question/answer meeting.
- Organising a New Parents lunch in the Autumn term, to offer social and informative opportunities.
- Autumn and Spring term formal parent consultations with mini reports, when all profile assessments can be fully discussed.
- A full written report in the Summer term and the opportunity for the parents to discuss their child's achievement.
- Parental help is always welcome.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Sharing afternoons twice termly support collaboration between the child, the parents or carers and the child's learning environment.
- A training of phonics session with guidance for parents.

### **Assessment**

Pupils are assessed on entry to Reception using the NFER Baseline assessment. This assessment is non-statutory but was introduced by the government in September 2015. We will continue to use this baseline assessment.

The EYFS Profile assessment is still the statutory assessment that is reported to parents, the governing body, the Local Authority and the DfE.

We make ongoing assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and LSA's as appropriate.

The collection of assessment data in the Foundation Stage Profile is a statutory requirement. During the children's first half-term in the Reception class, the teacher assesses the ability of each child.

At Parents Evening the parents receive a mini report of their child's achievements and targets. Parents also receive an annual report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and gives details of the child's general progress. Additional meetings are held between the parents and teacher in relation to any arising concerns.

The aim is for the Reception children to have sound learning objectives using 'Formative Assessment', which may include, Traffic Lights, Thumbs Up, Whiteboards. The teacher carries out Continuous Assessment by use of ongoing observations, the e-profile, the Early Learning goals to track children's progress.

## **Health and Safety**

If a pupil is absent from school, a letter of explanation is required. Initially, the Learning support Assistant deals with illnesses and accidents. Parents are asked not to bring into school any child who has been vomiting or had diarrhoea for at least 48 hours. The teachers are given special words by the parents for collection time, at the end of the school day.

In the Autumn term the children are dropped off by their parents into the enclosed Foundation Stage outdoor area, with adult supervision. At the end of a school day the children are led by the teacher to a secure area and dismissed individually. Risk assessments are continuous in the Foundation Stage indoor and outdoor areas and are altered and updated if necessary.

## **Reception to Year 1 Transition**

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year.
- Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support.

- Guided reading sessions, involving a group rotation, are introduced early on in preparation for a similar rotation in Year 1.
- Individual EYFS Profile folders and 'Learning Journeys' are passed on to Year 1 teachers.
- The 'Letters and Sounds' national approach to phonics and spelling is continued throughout Year 1 and 2.
- There are termly 'learning walks' for the teachers to visit classrooms and gain a greater understanding of the various stages of development a child experiences throughout their school life.