

Clifton with Rawcliffe Primary School

EYFS Policy



Date of policy: February 2020

Date of review: February 2022

Person Responsible: Vicky Ross (EYFS Leader)

Description of school/background information

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational needs is half the national average. The school was built in 2011 and has a creative and open design which fosters the development of the whole child and prepares them for lifelong learning.

Introduction to the EYFS

The Early Years are vitally important, they form the foundation stones for all future educational and social development. The first two years in school are part of the Early Years Foundation Stage (EYFS) which caters for children from birth to the end of the academic year in which they turn 5. It is a vitally important stage of development in its own right, and prepares children for later schooling. The EYFS, (also the curriculum for Early Years children) and the experiences we offer, are designed to give our children a full and varied range of learning activities through direct teaching as well as play and investigation.

Positive Relationships with parents, preschool providers, the community and the children themselves is crucial to our school. The spiritual, moral, social and cultural development of our children is an underlying feature in all we do. Every child is a Unique Child and we aim to foster and encourage respect for his/her individuality. We endeavour to involve parents in the education of their children and regard them as the main educators as well as being essential valuable learning partners.

Children joining our school have already learnt a great deal. Some have been to one of a range of settings within our Early Years Partnership or the wider community, some attend our own nursery at least part time. The Early Years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, a curriculum that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich stimulating environment.
- We aim to provide an Enabling Environment designed and enhanced to give every child the best possible opportunity to Learn and Develop to their utmost potential.

Aims of the EYFS

- To promote the social, emotional, physical, spiritual and intellectual development of each child.
- To provide a stimulating and safe environment for learning through play where children can engage in first hand experiences
- To support and extend children's learning through purposeful observation, evaluation and interaction
- To prepare children for the transition into Year 1 having achieved the Good Level of Development (GLD) as set out in Development Matters

Roles and Responsibilities

Governors

The Local Governing Committee has been involved in the development of the school's EYFS Policy. It will continue to review and evaluate it regularly. The link Governor will liaise with the EYFS Leader on a regular basis.

EYFS Phase Leader will:

- Lead the development of the EYFS;
- Provide guidance and support to all staff;
- Keep up to date with new developments and resources;
- Review and monitor teaching and learning in EYFS;
- Report to the Senior Leadership Team on the success and development of the EYFS.

The teaching and support staff work:

- Together as a team in conjunction with the EYFS Team Leader;
- To promote confident and independent learners;
- To create a learning environment that reflects learning across the prime and specific areas of learning.

Parents and carers:

Parents have a central role in the education development of their children and we recognise them as their child's first and most enduring educators. We promote the parent school partnership by:

- Encouraging parents to support the learning done in school and to take active part in the learning process.
- Keeping parents informed of their children's learning through Tapestry and encouraging them to contribute to Tapestry.
- Keeping parents informed about what is happening in school via newsletters and Class Dojo.
- Providing realistic targets for children.
- Inviting parents into school to attend Stay and Play Sessions.
- Holding parent teacher consultations
- Ensuring that parents are free to call in and discuss any concerns they may have at a mutually convenient time arranged with the teacher or by email or Class Dojo message.

Monitoring and Assessment

Within each learning area, Early Learning Goals establish expectations for children to work towards during the EYFS through the developmental stages. A baseline assessment is completed on every child on entry to the EYFS. The Early Years Foundation Stage Profile, which focuses on the progress towards the Early Learning Goals within the seven areas of learning, is completed at the end of FS2.

We use the children's prior experiences as a starting point for the introduction of new skills and concepts. Our assessments enable us to make informed decisions for each child and to facilitate the planning of further learning.

At CwR we use Tapestry (an online Learning Journal) to record observations and progress through the curriculum. This is also a valuable tool in building a parent partnership.

In line with the EYFS each child has a key person/teacher allocated to him/her, in FS2 this is always a teacher.

The EYFS Curriculum

The EYFS is organised into seven areas of learning:

The Prime Areas

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

The Specific Areas

- Literacy
- Maths
- Understanding the world
- Expressive Arts and Design

The EYFS contains sets of objectives split into age bands for babies and young children. In school our focus is mainly on the 30 to 50 months, and the 40 to 60+ months moving on to the Early Learning Goals. Children aim to achieve the Early Learning Goals by the time they leave the EYFS. These establish expectations for most children to reach by the end of the EYFS, but are not a curriculum in themselves. The EYFS provides the basis of planning, so laying secure foundations for future learning.

Teaching and Learning

Our policy on teaching and learning defines the features of effective teaching and learning in our school. The more general features of good practice in our school that relate to the EYFS are:

- The partnership between the teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk;
- The carefully planned curriculum and areas of provision indoors and out that helps children achieve the Early Learning goals by the end of the EYFS;
- The provision for children to take part in activities that build on and extend and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations and assessment.
- The regular identification of training needs of all adults working within the EYFS.

Play in the EYFS

We believe that well planned and purposeful play is vital in allowing young children to learn. We plan, organise and resource the indoor and outdoor areas appropriately. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build on ideas, and learn how to control themselves thus understanding the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. In play situations children practise and reflect back embedded learning. We will:

- Follow the interests of the children when planning their learning
- Support children's learning through a range of activities.
- Personalise learning to meet the needs of the child.
- Extend, scaffold and support children's spontaneous play.
- Extend and develop children's language and communication in their play.

Admissions

Our current admission arrangements are in line with City of York Policy:

- Children whose fifth birthday falls between September 1st and August 31st may start school full time in September
- Parents of children whose birthday falls between May 1st and August 31st may select to postpone starting full time school until the term after they are five. Currently this delay has to be agreed by the LA.

Induction and Partnerships

At CwR, we work in partnership with:

The community

The Rawcliffe Early Years Partnership is a network of local providers of Early Years education and care, and child minders in the local area. A voluntary committee manages it with representatives from each setting in the area. These

meetings are a forum to share transition issues and give opportunities for practitioners to discuss their settings, the way they work and any issues relating to the children moving on.

Parents and children

We feel it is vital for children and their parents to be given the opportunity to meet their teacher and become familiar with the school environment before they officially start school. We begin this process by inviting the children to spend sessions in the school during the term before they start Nursery or full time education. There are Welcome Meetings for prospective parents when they spend time in school playing with their child in his/her new environment. At these events parents are also given presentations on the EYFS at our school, they have the opportunity to talk to other parents, to the Headteacher, and to chat informally to members of staff from the EYFS. The FS2 parents are all offered a home visit from their child's new teacher in July which is a chance for the children and parents to meet their new teacher in a familiar setting and ask any questions or voice any concerns. The children are all given a small book entitled, "All about me" which they then bring to share with their teacher in the first weeks of school.

Transition to Key Stage One

Careful planning and liaison between staff ensures the transition from the EYFS to Key Stage One is as smooth as possible. The children move into Year 1 for the last 3 weeks in July, and parents are given a presentation on Transition by the Y1 staff.

Equality and Inclusion

Clifton with Rawcliffe Primary School values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

We will endeavour to ensure that all Early Years resources purchased will be free from bias. We will follow the aims set out in the 'Racial Equality Policy'.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our policy on school inclusion). In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the GLD (Good Level of Development) and Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of

boys and girls, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; monitoring children's progress and taking action to provide support as necessary.

Safeguarding and welfare

Clifton with Rawcliffe Primary School takes all necessary steps to keep the children in our care safe and well and the EYFS lead adheres to the school's Safeguarding Policy. All members of staff in the EYFS are required to read this policy as part of their induction training.

Additional educational needs

All classes consist of pupils of varying abilities and with varying needs and our practice ensures that, when possible, these needs can be met within the class organisation. However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

Health and Safety

A first-aid box is located in the EYFS Unit. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines. The EYFS teacher will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be

recorded in an accident book, located in the school office. The school has a Fire Evacuation Plan in place.

Implementation of the Policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation: February 2020

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Head teacher, Governing Body Policies Committee, Subject Leaders and relevant staff members.

Next review date: February 2022