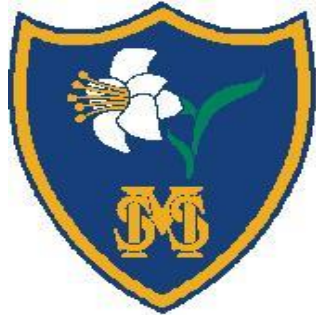


# **Haddenham St Mary's CE School**



## **EARLY YEARS FOUNDATION STAGE (EYFS) POLICY**

## **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 each child is provided with the support needed
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **Legislation**

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

## **Structure of the EYFS**

At Haddenham St Mary's there are two, thirty place reception classes and one 24 place pre-school for 2-4 year olds.

'Little Forest Friends' is our pre-school setting. It is led by a team of qualified practitioners. The Early Years Lead plans for and over sees the running of Little Forest Friends. The preschool is based in the Eco Lodge in the school grounds, they also have full access to the Forest School adjacent to the building. There is free flow for all EYFS pupils where they can access the Early Years curriculum at a level appropriate to them.

## **Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

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

## **Planning**

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or enjoy quieter activities. All learning areas are covered and children are able to find and locate equipment and resources independently. The EYFS provision has its own large outdoor area, which the children have free-flow access to. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan daily activities and resources for the children to access outdoors that

help the children to develop in all areas of learning. All planning is linked to the term's theme which is generated from the children's particular interests.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. There is an 'objective led' learning approach which allows for more engaging learning and accurate assessment.

### **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

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
- employing a range of teaching strategies to adapt to children's learning needs
- establishing opportunities to motivate and support children to learn effectively
- providing a safe, supportive learning environment which values each child's contribution and teaches them strategies to help self-regulate
- using resources which reflect diversity and are free from discrimination and 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.

### **Assessment**

At Haddenham St Marys, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. 'Tapestry' is used by all EYFS staff to record learning and achievement and parents can access their child's learning journal through the 'Tapestry' online app. Practitioners also take into account observations shared by parents and/or carers. Tapestry is used in both Early Years settings. The children's progress is recorded on the school's data reporting system and is used to inform future learning. We use the statements from Development Matters for this.

At the start of Reception every child is assessed using the RBA (Reception Baseline Assessment), the statutory assessment. Baseline and termly teacher judgements are recorded on the school's tracking system, Insight.

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

- Emerging (not yet meeting ELG)
- Expected (meeting ELG)

The profile reflects teacher judgment, ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and the Year One teachers.

### **Transition**

In order to make the transition for children from different pre-school and nursery settings as smooth as possible to Reception, we will talk and aim to visit the setting where the children are at the end of the Spring or start of the summer term. This allows us to speak to the children's key workers and gain an insight into their personality and needs before starting in September.

### **Working with parents**

We believe parents and carers are children's first and most enduring educators and value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We enable this through:

- a “starting school” information evening for parents with opportunities to talk to the Reception team and representatives from other areas of school life
- supporting parents with admission and medical forms and providing a synopsis about their child including their likes, dislikes and any concerns they may have
- alerting parents to school protocols for educational visits, photographs and internet use
- encouraging parents to talk to their child’s teacher
- regular information evenings on different aspects of the curriculum
- accompanied transition mornings in addition to children only transition sessions
- two parental consultation evenings annually to discuss their child’s progress
- a year-end report on their child’s attainment and progress
- facilitating daily collaboration between child, school and parents / carers using Tapestry
- written contact through reading diaries in addition to our “open door” policy
- school website information on the curriculum and ongoing activities through topic webs along with any other relevant messages, information and photographs.