

EYNESBURY CHURCH OF ENGLAND
PRIMARY SCHOOL
EYFS POLICY



Policy date	AUTUMN 2020
Review date	AUTUMN 2023

Rationale

The Early Years Foundation Stage (EYFS) covers the period of learning, development and care of children from birth to five years old. All schools must follow the 'EYFS' including Nurseries and Reception Classes. At Eynesbury Church of England Primary School, 'EYFS' refers to children in the Nursery and Reception classes.

In Nursery class, children are admitted in the term after they turn three years of age. If their birthday falls in the Autumn Term, then it is possible that, some children may attend up to a maximum of five terms, starting in the Spring Term and remaining until the following Summer Term. Children can attend for up to 15 hours and these hours are offered as a funded entitlement. At Eynesbury we currently offer 5x3hr morning sessions. Children start school the following September in line with the County policy.

Intent

All Early Years planning is taken from the seven Prime & Specific Areas of Learning of the Statutory Framework and Curriculum Guidance (EYFS), which was implemented on 3 April 2017. At Eynesbury we offer a broad and balanced curriculum and aim to meet the Early Learning Goals by the end of the Foundation Stage.

Opportunities are given for children to experience activities, planned to incorporate all of the Areas of Learning and also to engage in child initiated activities and follow their own schematic interests. We aim to develop a positive attitude and foster a love of learning, and for children to see it as something in which they can have an influence. We value getting to know each child and following and developing their interests.

Reception class planning, compliments, extends and builds upon the Nursery curriculum. The Early Years curriculum always makes room for spontaneous learning - for example, a rainbow appearing or frost on the playground. Play is fundamental to a young child's learning and is used positively to develop children's abilities across a wide range of activities. Children from the Reception class also become involved in their own learning, discussing what they already know, what they would like to know and what they have learnt during each focus.

Implementation

Parents of children who have accepted places in the Nursery and Reception classes are invited, by letter, during the summer term to an Information Evening. During the evening an information pack is given to each parent. Parents of Nursery children are offered a home visit before their child starts. The children begin with attending shorter sessions over the week in order to settle in. Children attending the Nursery are gradually integrated into school by attending special events such as an open afternoon. Throughout the year the Nursery children have opportunities to visit the Reception classroom for activity and story sessions. During these sessions children are encouraged to come over and join in a range of activities and familiarise themselves with the Reception Class environment. During the summer term children from other settings are by the Reception

class teacher and invited to attend 'Moving On' sessions to support a positive transition into Reception. We also use All About Me booklets for each child to ensure new staff have the relevant information about them and know how to support them appropriately.

In September introductions to the Reception Class are gradual, depending upon the child's needs. Parents are welcome to stay for the first few minutes of each day to encourage their child to settle. Children have a staggered part-time entry which builds to incorporate lunch and then a whole day. Within a few weeks most children will be staying full-time in Reception; however the teacher meets with individual parents if a slower induction period is more appropriate. Plans for Nursery and Reception are produced every term and the children's voice and influence on learning are recorded in 'Floor Books'. They are based on the particular needs and interests of the current group of children. Weekly planning is developed from this and also addresses individual and group needs based on ongoing observation and assessment of the children. The EYFS teams work together to plan for the shared outside environment, as well as planning together for special events throughout the year. There are a number of procedures put in place and regularly reviewed in accordance with county guidance for Home Visits, Health and Safety and Settling in etc.

Assessment:

Assessment in the Early Years begins with what the children can do. Assessment is ongoing throughout the year. Judgements are made about each child's level of development, against what is the expected good level of development for certain ages and stages. The age and stage bands are described in Development Matters in the EYFS. About 80% of judgements are based on observations of the child during child initiated activities and only 20% made through adult directed assessment activities. Observations and assessments of each child are recorded using 'Tapestry' an Online Learning Journal and passed from Nursery to Reception Class at the end of the year. The parents receive their own copy as a PDF. In this journal examples of work and photographs are used to record each child's experiences. This journal enables parents to reflect upon their child's progress and achievements whilst also enhancing home school learning and communication. All information is stored on a highly secure server which is monitored closely. In Nursery and Reception children are assessed on entry to school and then again on a termly basis throughout Nursery & Reception class. Progress through the age and stage bands is tracked & recorded on an individual tracking assessment sheet. This is reported to parents and gives a detailed record of their child's learning in each area. At the end of the Foundation Stage (Reception Class) children are assessed against the Early Learning Goals. Final scores are reported to county and passed onto the Year 1 teacher and Assessment Manager.

Home/School Partnerships:

We need to ensure that in Early Years, positive partnerships with parents are established and sustained.

Parents are invited to:

- Attend parents consultation

- Share comments and feedback with the teacher
- Participate in activity sessions with their children
- Visit the teacher and view work
- Become a parent helper in the school
- Attend a variety of school events
- Take part in PTA activities
- Contribute to children's Online Learning Journal by adding posts and comments

Resources:

Early Years education requires a wide variety of resources of excellent quality in order for effective learning to take place. Early Years children therefore have access to a wide variety of materials and equipment. Children need to handle and play with all kinds of suitable equipment and apparatus in order to experiment, investigate and fully explore both the indoor and outdoor environment. Teachers also plan for outdoor activities alongside weekly planning, recognising the vast array of learning that can take place outside.

Roles and Responsibilities:

It is the responsibility of the teachers in the Foundation Stage to set tasks and activities (following the guidance in this document) that challenge and support all pupils in their learning and to carry out assessments on a regular basis.

It is the responsibility of the governors to review this policy document.

It is the responsibility of the Headteacher/Senior Leadership Team to monitor planning, teaching and learning in the Foundation Stage.

Review: 3 yearly

Signed:

Date: