

EYFS Policy



Achieve, Believe, Succeed

Our EYFS includes our pre-school and reception children, from ages 3 to 5. We want to ensure that every young child in our EYFS has a happy, safe and secure start to their school journey. This policy outlines our approach to all aspects of the EYFS.

About our class.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Class 1 at Coads Green Primary School includes children in pre-school, Reception, Year 1 and Year 2. While this is quite a large age range, this ensures a smooth transition between the different stages of a child's first few years at school, and the children frequently learn from each other.

Class 1 has a full time teacher (Miss Thorp), and two HLTAs (Mrs Abbott and Mrs Alford).

For pre-school and Reception planning, we follow "development matters" as a guide. We also follow our own tailored skills progression curriculum to ensure every child has the opportunity to meet their expected outcomes. Both can be found on the website.

We welcome visits to Class 1, to see how our children enjoy working together and with the adults who help to facilitate their learning.

Aims

- To give each child a positive start to their school life, in which they can establish solid foundations on which to develop into confident and independent lifelong learners.
- To encourage children to develop independence within a secure and friendly atmosphere.
- To support children in building relationships through the development of social skills, such as problem solving and sharing.
- To help each child to recognise their own strengths and achievements through experiencing success and by creating achievable challenges to stretch learners.
- Our high expectations will enable each child to develop socially, physically, intellectually, spiritually and emotionally and to achieve their full potential.
- To ensure every child has the opportunity to be their best and contribute to the school community through sporting activities, local visits and school visitors.
- To ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school.

The Curriculum

Pre-school and Reception follow curriculum guidance as directed by Development Matters (2020), which is available on the school website. The following policy details the specifics of our school.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways, at different times. Children's attitudes and dispositions to learning are influenced by many things. We use praise and problem solving to encourage the children to find their own ways to complete learning tasks. With the support of our evidence gathering app both teachers and families alike can capture and share learning opportunities that will create a well rounded picture of each and every child.

Positive relationships

We understand that children learn to be strong and independent by developing secure relationships with the adults and others around them. Every child has a role in society and we aim to teach the children how to become responsible members of their family, school and wider communities. We aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments

We recognise that the environment in which the children learn is the "third teacher". It plays a key role in supporting and extending the children's development. Through ongoing observations we assess the children's interests and stages of development before planning challenging yet achievable activities and experiences to extend their learning for each individual child.

We have a fantastic playroom adjoined to the Class 1 classroom, which allows free flow access to play. We are also lucky to have a lovely outdoor environment, where we can play with water, paint, sand, and a large variety of other toys and materials.

Learning and development

All our learning environments are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is set up daily by staff to encompass all seven areas of learning and gives the children opportunity to be independent and self selective in their learning challenges.

Areas of Learning

The EYFS is made up of three prime area of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Coads Green all areas are delivered through a well-planned play based approach, with a balance of adult led and child initiated activities. Throughout the foundation stage our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. Our long term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. We follow the children's interests to inform us of areas of interest.

Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning and the nursery and reception teachers plan activities with these in mind. The characteristics highlight the

importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

Playing and Exploring – children investigate and experience things, and 'have a go'.

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment

Throughout pre-school and reception, children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document 'Development Matters in the Early Years Foundation Stage (EYFS)'.

Our assessment depends on us getting to know our children very well and to this end we gather information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning. Every child in pre-school and reception has a 'Learning Journal' in which we record our observations and keep samples of the children's work.

All observations in both reception and pre-school will be added to the child's learning journal, which parents are encouraged to contribute to.

At the start of both pre-school and Reception children are assessed to determine a baseline, or starting point, for their future learning. Judgements will be based on the adults' observations of children during activities and play. Parents/carers will be given information of these starting points and information about next steps in learning at a parents meeting midway through the Autumn term.

The Foundation Stage Profile, the end of year assessment of children's achievements in all areas of learning, is a statutory report. Observational evidence and samples of children's work throughout the school year will be used to assess children as 'emerging', 'expected' or 'exceeding' based on their understanding and achievement of the Early Learning Goals set out in the EYFS curriculum. Parents/carers will be given information of their child's achievements in a written report at the end of the Summer term.

Throughout the year children's knowledge, skills and understanding will continue to be tracked throughout the foundation stage and assessed against the ELG's at the end of reception to establish an end of foundation stage achievement and learning profile for each child in preparedness for their transition to key stage one.

Partnership with Parents

We believe that parents and carer's are a child's first educator and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our school. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with us.

