



## **CAYTHORPE PRIMARY SCHOOL POLICY STATEMENT**

### **EARLY YEARS FOUNDATION STAGE POLICY**

Good quality educational provision for the Early Years is invaluable to the whole educational process. It is an education that embraces all learning. This policy outlines the purpose, nature and management of Early Years education in our school. Caythorpe Primary School provides planned activities and experiences, which help young children progress in the learning and development, according to the requirements of the EYFS. Opportunities are provided for the children to develop attitudes, skills, and understanding that together form a foundation for living. All learning will begin from where the individual child is and experiences gained in the Early Years Foundation Stage will support the child as they grow, enriching their experiences and boosting their confidence and self-esteem.

#### **AIMS AND OBJECTIVES**

The aims and objectives of the EYFS at Caythorpe Primary School are:

- to provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of every child
- to provide a broad, balanced, relevant and creative curriculum that will prepare children for future learning and development in Key Stage 1 and beyond
- to provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- to use and value what each child can do, assessing their individual needs and helping each child to progress
- to enable choice and decision-making, fostering independence and self confidence
- to work in partnership with Parents/carers and value their contributions
- to 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.

#### **THE EYFS CURRICULUM**

- The Foundation Stage curriculum is based on the *Early Years Foundation Stage*, which outlines the principles and goals for Early Years Education. This document promotes the seven areas of learning; Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.
- The Early Years Foundation Stage teacher will be responsible for the writing of plans and ensuring appropriate coverage of each area. Purposeful play, both planned and spontaneous, will feature strongly as providing considerable potential to further develop all skills for learning. Play will have clear objectives and be structured as necessary to promote progression.
- The curriculum design for the Early Years reflects the interrelationship between the Early Learning Goals and the National Curriculum. The implementation has been carefully planned so that the needs of the Foundation Stage child are fully met within a classroom that may also deliver the National Curriculum to Year One children.

- The Foundation Stage Long Term Planning Document is part of the whole school's Long Term Map. There is progression shown through the learning expectations and the activities. Short-term weekly plans show organisation, all teaching and planned activities with differentiation clearly marked where appropriate.
- Each term an area of study will be chosen in accordance with the whole school long term creative planning framework. This does not preclude interests shown by the children or local interests that may occur at any time. It is important that first hand experiences should become an integral part of the curriculum.

## **TEACHING AND LEARNING STYLES**

- Children are currently taught by a trained teacher specialising in Early Years education, along with other support staff. All staff will work as a team so that everything is done to further opportunities for each child's success.
- It is considered important that the starting point for every part of the curriculum should be what the children can do and thus activities will take into account their previous experience and knowledge and build upon it.
- The children will have access to a stimulating environment, which allows movement and access to a wide range of activities, facilities and materials. The children will be encouraged to take responsibility for some choice of activities during the day to develop skills as active and independent learners.
- Effective teaching will have a clear purpose, where children's talk is encouraged and valued. Interaction between staff and children will extend thinking and understanding and promote good behaviour and enjoyment. A good use of space, equipment and materials will give children a broad, balanced and exciting range of activities. The contribution of all adults is highly valued. Care will be taken to ensure that the children experience a breadth of planned experiences during the course of a week.
- Parents are encouraged to support their children's learning and to extend it at home by providing opportunities to practise skills gained or developed at school. Activities to support learning will be provided for use at home. Parent helpers will also be encouraged to play an active part in activities at school.
- The health and safety of the children will have high priority at all times in each area of the curriculum and in line with the Health and Safety policy.

## **ASSESSMENT AND MONITORING**

- Reception pupils take part in the Reception Baseline Assessment within the first few weeks of school. The school's chosen assessment provider is the Centre for Evaluation and Monitoring. Each pupil takes part in an individual online assessment with the class teacher. The assessment provides a scaled score for children in the following areas: Literacy, Mathematics and Personal, Social and Emotional Development. The Literacy and Mathematics scores are submitted to the DfE and will be used to measure the children's progress at the end of Y6. We will repeat the assessment at the end of the year to help measure the children's progress during Reception. Parents will receive a copy of both sets of scores and they will also be shared with the Y1 teacher.
- Observation, assessment and record keeping will form an integral part of the Early Years education process and be used to inform planning of future activities, monitor the progress of each child and evaluate outcomes and effectiveness.
- Assessment evidence can include photographs, video clips, 'short' informal observations, 'long' formal observations and children's work.
- The children's learning is recorded using an online Learning Journal called Tapestry. Photos, videos, observations and evidence are securely stored online and can be accessed and added to by parents and relatives.

- Each half-term, the children's skills are assessed against the 'ages and stages' bands of the Development Matters document. This is carefully analysed noting progress made against the objectives, and areas for development, both for the individual and the whole class.
- During the summer term, the children are assessed against the seventeen Early Learning Goals and are judged to be 'emerging', 'expected' or 'exceeding' against each goal. Parents are informed of these assessments and the information is passed onto the Y1 teacher to support the children's transition into Key Stage One.
- Early Years Education will be monitored by subject coordinators and the Head teacher in line with the Monitoring, Evaluation and Review Policy.

## **INCLUSION**

- All children are given every opportunity to achieve their best. We achieve this by planning which will meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

## **INDUCTION PROCESS**

It is important that all pupils should feel happy and secure in school and be afforded a sensitive transition from their previous placement and from home.

- Names of prospective pupils are collected and listed in the admissions book so that the school can plan for future requirements. Parents or guardians of pre-school children are also invited to attend FSA functions for the year prior to their child's entry to school. All admissions procedures are explained in the school's admissions policy and school brochure.
- The Early Years Teacher will plan to take every possible opportunity to get to know the pre-school children prior to entry. Induction visits will be available to all children the term before entry, and the pre-school will be invited into school for different events throughout the year. The class teacher will also make several visits to the pre-school during the summer term.
- There will also be a 'New Intake' meeting during the Summer Term to introduce parents and carers to life in school. A brief outline of the experiences that their child will encounter will be explained and a typical school day described. An introduction to the Early Years Foundation Stage will be given, whilst the governors and FSA will also be invited to explain their roles within the school.
- Parents or guardians are encouraged to bring their children into the classroom upon starting school, to take an interest in the work being done and to talk to the teacher or support staff about any worries or concerns they might have
- There will be regular parents' evenings, the first being in the first half of the Autumn term. This meeting will be specifically to discuss how the child has settled into school life. The parents are encouraged to make an informal appointment with the class teacher at any time, convenient to both parties, if they wish to discuss any aspect of their child's schooling.
- The class teacher also holds an information evening during the Autumn term, where parents are invited to come into school and watch videos of their children playing and learning, with opportunities to comment on objectives they think their children are covering. The parents will also be informed how their children will be assessed during the Early Years Foundation Stage, and how their progress will be tracked throughout the year.