

Adopted by governing body	March 20
Last amended	March 25
For review	March 26

Chirton Church of England Primary School and Preschool

Early Years Foundation Stage (EYFS) Policy



'Loving our neighbours as ourselves'
Luke 10:27

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Chirton School, children join the Reception class in the year that they turn five. In partnership with parents and carers, we enable the children to begin the process of becoming active and confident learners for life.

We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.”

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as a whole school rewards system, to encourage children to develop a lifelong positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Chirton School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage.

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 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.

Welfare

It is important to us that all children in our school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

At Chirton School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Chirton School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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

- Two informal 'stay and play' sessions for pupils and parents in June. During the second session, we hold a meeting where parents receive our Welcome booklet, the School Prospectus and other important paperwork such as contact forms, photo permission slips, lunch/milk/breakfast & after school club booking forms etc.
- Opportunity for pupils to attend school sessions during late June & July so that pupils have the chance to experience a learning day.
- Encouraging parents to talk to their child's teacher if there are concerns
- Inviting parents to attend an informal meeting in September, providing information about other areas of the curriculum, eg. Early Reading, Maths and Phonics.
- There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of the school year, including their formal end of EYFS data.
- Encouraging parents to attend Celebration (Golden) Worship and 'Learning from the Heart' events; welcoming parents as volunteers eg. in class, Forest School sessions.
- Inviting parents / carers to contribute to our online assessment platform, Tapestry where they can record the children's achievements at home and also access all assessments regularly made by the school.
- Written contact through learning logs as well as the acknowledgement that parents can informally talk with staff before registration/after school or contact school to arrange a meeting.
- Parents / carers are made aware of the curriculum and ongoing activities through the school newsletter, Home Contact service and Knowledge Organisers which are sent home twice termly

All staff involved with the EYFS aim to develop good relationships with all children interacting positively with them and taking time to listen to them. At our school, the EYFS staff act as 'Key Person' to all children in EYFS. We have excellent links with Chirton Pips Pre School and regular visits are undertaken by pre-school children throughout the year prior to them starting school. There are also scheduled visits for parents to visit too. Pre-school staff, parents and children from the preschool are regularly invited to school events (church services, production etc.).

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on Tapestry where parents can access this information immediately.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individualise learning.

Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The **prime** areas are

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

The **specific** areas are

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child.

At Chirton School: "Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play and by taking part in play and other activities which are guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2021)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Chirton School, we support children in using the three characteristics of effective teaching and learning. These 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; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2021)

Religious Education is taught in the EYFS class following Wiltshire Agreed Syllabus, using adapted 'Discovery RE' and "Understanding Christianity" resources. PSHE is taught using SCARF guidelines and resources, adapted for mixed age classes when appropriate.

Equal Opportunities. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Chirton School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2012, at Chirton School we have a whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At Chirton School a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012)

- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.
- Milk and fruit are available during the day.
- Hot school dinner is available free of charge
- A first aider is accessible at all times and a record of accidents and injuries is kept, with slips filled out to inform parents. One member of EYFS staff is a qualified paediatric first aider.
- Pupils are aware of the fire and emergency evacuation procedure and policy

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly. The classroom covers all learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own large enclosed outdoor area. 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 activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Children also attend weekly Forest School sessions.

Transition from Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Year 1 teachers are given a copy of the Profile report, together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. In addition, they are provided with a copy of the child's written end of year report. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.