

Colmers Farm Primary School's

EYFS Policy



[Rights Respecting Schools' Article/s](#)

A3: The best interests of the child must be a top priority in all things that affect children.

A12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

A29: *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.*

A31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Colmers Farm Primary School

Early Years Foundation Stage (EYFS) Policy

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

We endeavour to ensure that children get the “best possible start in life and the support that enables them to fulfil their potential.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundations for good future progress.” (Statutory Framework for the Early Years Foundation Stage)

Aims/Objectives

At Colmers Farm Primary School we aim to provide the highest quality care and education for all of our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

As outlined in the ‘Statutory Framework for the Early Years Foundation Stage’: ‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.’

The Statutory Framework for the Early Years Foundation Stage

We adhere to the ‘Statutory Framework for the EYFS’ and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers;
- Importance of **learning and development**; Children develop and learn in different ways and at different rates.

As part of our practise we:

- Design our curriculum and learning to build upon the children's prior learning;
- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
- Teach them how to listen, speak and communicate whilst meeting the high expectations for behaviour set out in our school policy by working together and being kind. Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success;
- Provide our children with every opportunity to fulfil their potential;
- Provide early intervention for those children who require additional support academically, socially and emotionally;
- Work in partnership with parents and carers; always encouraging parents and carers to engage with us and foster strong links between ourselves and our families;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Create a secure indoor and outdoor learning environment that inspires the children to investigate, question and challenge themselves.

The Early Years Foundation Stage Profile.

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and (sometimes) exceed the Early Learning Goals. All seven areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. These three areas are the prime areas:

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

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied:

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

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. These areas are used in our planning for the children's learning and their activities. Planning is flexible to meet the needs and interests of our children. Ultimately our curriculum and topics are centred around the children. Our planning is continually evaluated by all staff to ensure that children's individual 'next steps in learning' and personalised learning needs are met.

Children engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'. The curriculum is delivered using a play-based approach as outlined by the EYFS framework: 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'. We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to scaffold the learning, stretch and challenge children further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow inside and outdoors.

Our inclusive approach means that all children learn together, but we have a range of additional interventions and support to enhance and scaffold children who may not be reaching their potential or challenging children who are doing very well. In order to accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Observations and Assessment

As part of our daily practice, we observe and assess children's development and learning to make formative assessments and inform our future planning. We record our observations in a variety of ways and everyone in class is encouraged to contribute. These include observations of the children's progress being recorded via Tapestry online learning journeys and in their books. Our summative assessments look at children's attainment in relation to age related expectations, taken from the Development Matters and the new Birth to 5 Matters document. Our assessment is moderated both internally and with other external schools, including schools within Excelsior Multi Academy Trust. The children's progress is reviewed continually.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts Reception. This is a statutory requirement for all children.

Throughout their time in Reception, parents/carers are welcomed in to share their children's learning; both informally through our 'open door' policy and more formally during parent/teacher consultations.

At the end of the year, the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement. The children are assessed as achieving 1 or 2 against each area of the EYFS curriculum:

- **2 = Expected ELG** – meeting the expected level
- **1 = Emerging ELG** – not yet meeting the expected level

Colmers Farm Primary School shares the results of the EYFS profile with parents / carers, providing an opportunity for those who want to discuss the outcomes to meet with teachers at the end of the summer term. The EYFS profile results are also reported to the Local Authority.

Safety, including safeguarding and welfare requirements

The safety and welfare of our children is paramount at Colmers Farm Primary School. We have robust policies and procedures in place to ensure their safety. In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident. Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Tapestry observations and assessment purposes) and children must be appropriately dressed in photographs. Colmers Farm Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role. We have at least one member of staff that holds the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

The Safeguarding and Child Protection Policy is in place to ensure the safety of all stakeholders at Colmers Farm Primary School and a dedicated pastoral / safeguarding team is in place to enforce this. Staff have access to 'My Concern' to log all concerns regarding any aspects of safeguarding. All staff are vigilant in reporting concerns.

Health and Safety

At Colmers Farm Primary School, there are clear procedures for assessing risks which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

Positive Relationships

At Colmers Farm Primary School we recognise that children learn to be strong and independent from secure, trusting relationships. We aim to develop caring, respectful, professional relationships with the children and their families using the Thrive and TIASS (Trauma informed, attachment aware school) approaches.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, demographic background, ability or gender. Using the 'No Outsiders' scheme, we plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with the SENCO, parents/carers and outside agencies.

The Role of Parents / Carers

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain effective partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding information sessions before the children start school;
- Talking to them about their child's interests and needs during our introductory sessions in school;
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- Inviting them to parents' evenings in the Autumn and Spring Terms to discuss how their child has settled and to share progress and next steps for learning;

- Valuing parents' contributions to learning journeys;
- Inviting parents into school to attend workshops; particularly phonics sessions to demonstrate how we teach phonics and help them support their child, to promote and develop early reading skills;
- Providing a termly newsletter that highlights how they can support their child at home;
- Providing an end of year summary report detailing achievements and their child's EYFS profile and inviting parents in to talk about the outcomes at a drop-in session;
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting visitors into our setting.

Transitions in and out of our Reception.

Transitions are carefully planned, and significant time is given to this process. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child including pre-school settings. Our Reception staff contact the local nurseries and preschools, to familiarise themselves with children. An enhanced induction plan in the summer term equips children well for their start to school. Parents / carers are encouraged to meet with Reception staff in school. This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have.

At the end of the EYFS, our Reception teacher meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs to ensure continuity of learning and care. The children's assessment data is shared with Year 1 teachers so that they are able to plan for their 'next steps in learning' from the moment they enter their new class. Children have sessions towards the end of the school year in the Year 1 classroom to ensure that they are familiar and comfortable with their new teacher and are 'next year ready'.

Monitoring of the EYFS

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Head Teacher and the EYFS team as appropriate and any necessary actions are taken. All adults in the EYFS team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of professional growth targets.

Linked Policies

- Behaviour Policy
- Anti-bullying Policy
- E-Safety Policy
- EAL Policy
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy

- Intimate Care Policy
- Medical Needs Policy
- Medicines Policy
- Safeguarding and Child Protection Policy
- SEND Policy

Policy Information

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