



Rangeworthy
Church of England Primary School
"LET YOUR LIGHT SHINE"



Rangeworthy CE Primary School

EYFS Policy

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| Date policy last reviewed: | April 2018 |
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| Signed (Chair) | Name: H. Fussell | Date: | March 2022 |
| Signed (Head) | Name: S. Warnock | Date: | March 2022 |
| Ratified: | | Next Review: March 2025 | |

Rangeworthy CE VC Primary School

Early Years Foundation Stage Policy

“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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

‘Statutory Framework for the Early Years Foundation Stage’, Department for Education, 2021

Statement of Intent

At Rangeworthy CEVC Primary we are all committed to providing a safe, caring and stimulating environment in which children can be happy, take risks and enjoy learning. A high emphasis is placed on the children developing a strong sense of identity while promoting warm, respectful and secure relationships within the school community. Children are provided with an ambitious, creative curriculum based on their own needs, interests and experiences. Through a balance of adult led and child initiated activities children can explore and develop the skills, knowledge and attitudes to help them make sense of the world around them and help them to become lifelong, independent learners.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Staffing and Organisation

Accommodation

Reception children are taught in a purpose-built classroom with its own outside patio area, enabling them to have free flow access to a range of stimulating activities inside and outside as well as access to the school grounds and activity equipment shared with the rest of the school. The classroom is located adjacent to the toilets so that children can readily develop independent personal care.

As Rangeworthy is a small school, all classes contain mixed age groups of children. Teachers plan and carry out activities to optimise the opportunities this presents. Year groups sometimes work together and sometimes separately. The older children provide positive role models, support and inspiration to younger children, but the Reception children also spend large parts of their day as an individual cohort developing their own identity.

Staff

Children are taught by qualified and experienced teachers and teaching assistants supported by volunteers from the community. On starting school, each child is allocated a **Key Worker**, usually one of the Teachers, who is responsible for making sure that their learning and care is tailored to meet the child’s individual needs. They will take the lead in parent-teacher discussions and provide the first point of contact for parents. The Key Worker will provide support to the family if needed, including developing links with the SEND or other specialists if appropriate. We have an open-door policy, encouraging parents to speak to a member of staff as soon as a need arises. The Head Teacher is always ready to speak to parents, subject to teaching commitments.

The EYFS is underpinned by four principles: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

A Unique Child

“Every child is a competent learner from birth who can be resilient, capable, confident and self assured”

At Rangeworthy we aim to:

- recognise that children develop in individual ways and at varying rates
- give equal weighting to all areas of development with an understanding of the factors that may affect an individual child’s progress
- treat children as individuals and ensure each has equality of opportunity irrespective of gender, disability, race, religion or culture
- provide a safe and secure learning environment appropriate to all children in the class
- teach children how to make choices, assess risks and keep themselves safe
- promote an environment in which every child feels able to make a positive contribution and enjoy personal success

- enable children to start to make healthy choices in relation to diet and exercise
- support children's emotional and social development
- be vigilant towards child protection issues

Positive Relationships

"Children learn to be strong and independent from a base of loving and secure relationships with parents"

At Rangeworthy we aim to:

- provide a friendly, helpful induction package for all children/families new to the class/school
- interact with children and their families in a caring and professional manner in order to build meaningful relationships
- help parents in supporting their children once at school in any way possible i.e. academically, emotionally, socially
- show respect in all our interactions in order that children learn what it means and to develop it themselves
- work closely with the families of all children at all times to ensure children achieve as well as they can
- build warm, trusting relationships in order to support children's learning effectively
- support children's transitions both within and outside the classroom
- engage with parents about their children's progress and development.

Enabling Environments

"The environment plays a key role in supporting and extending children's development and learning"

At Rangeworthy we aim to:

- plan a learning environment both inside and outside that encourages a positive attitude to learning
- put a strong emphasis on being outdoors to explore, use their senses and be physically active
- provide a well resourced environment that is safe, secure and accessible to all children
- carry out regular observations which inform the next steps for development and allow us to plan according to individual children's needs, interests and abilities
- record observations of children's learning in a variety of ways such as photographs, written reports, sticky labels etc
- assess children according to the Foundation Stage Profile on four occasions a year, across the seven areas of learning
- monitor the way that children are learning by reference to the Characteristics of Effective Learning.
- encourage children's natural exploratory nature through a wide range of (sometimes messy!) activities and learn about risks
- provide challenging yet achievable activities
- manage carefully the transition into school
- foster good links with the local and wider community to provide a varied selection of experiences and environments for the children to engage with

Learning and Development

"Children learn and develop in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected"

At Rangeworthy we aim to:

- Show recognition of the crucial role play has in every area of a child's development
- Provide the children with the time and space they need in order to try things out, solve problems and be creative
- Support and extend children in their play where appropriate
- Offer a wide range of physical and mental challenges with an emphasis on active learning in order to engage children for sustained periods of time
- Personalise learning so that each child is able to reach their full potential
- Provide a balance of teaching and learning strategies to cater for the different learning styles of all children
- Support children in making connections between things they have learned and experiences at home, at school and within the wider community
- Communicate regularly with parents about children's development as well as twice a year through parent/teacher consultations
- Send home a written report commenting on each of the seven areas of learning and the characteristics of effective learning once a year.
- Draw on partnerships with pre-schools to personalise next steps in learning
- Support parents in the understanding of how we teach phonics and reading and how they can support the process
- Provide ideas for home learning which supports what is going on in the classroom

The EYFS is made up of **seven areas** of Learning and Development. All areas 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. These are known as the **Prime Areas**:

- 1) **Communication and language development** Children are given opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- 2) **Physical development** Opportunities are provided for the children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- 3) **Personal, social and emotional development** Children are helped to develop a positive sense of themselves, and others; to form positive relationships and to develop respect for others; to develop social skills and to learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Four **Specific Areas** of learning strengthen the Prime Areas and develop them in an applied context which links into the National Curriculum taught from Year 1.

- 4) **Literacy** Children are encouraged to link sounds and letters and to begin to read and write. They are given access to a wide range of reading materials (books, poems, and other written materials) and opportunities to write in a wide range of meaningful contexts, to ignite their interest. This area leads directly into **English** taught in the National Curriculum.
- 5) **Mathematics** Children are given opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. This area lays the foundation for Mathematics taught in the National Curriculum.
- 6) **Understanding the World** Children are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. This area forms the foundation for later work in Science, Design and Technology, History, Geography, Religious Education and Computing.
- 7) **Expressive Arts and Design** Children are enabled to explore and play with a wide range of media and materials, and provided with opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. This area leads into National Curriculum Art and Design, Physical Education, Music and Design and Technology.

In planning and guiding children's activities, we take into account the different ways that children are motivated to learn. The **Characteristics of Effective Learning** 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 critical thinking** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning and Assessment

Planning

Each term, teachers plan a creative topic for children to explore, which underpins many of the activities and experiences offered to the children. Alongside this, teachers plan individually for reception children, using their interests and enthusiasms to provide motivating activities which lead to their next steps in learning.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up-to-date with their child's progress and development, and the EYFS teacher will address any learning and development needs in partnership with parents.

Staff use assessment to recognise children's progress, understand their needs, and to plan activities and support. Some assessments are planned and others are ad hoc as children show what they are capable of. Ongoing

assessment (also known as formative assessment) is seen as an integral part of the learning and development process. Staff observe children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school ensures that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

The teachers use 'Development Matters 2020' to support their judgements and moderate within the Domino Alliance. Progress is tracked and reported to the Headteacher and Governors three times a year.

The school reports EYFS Profile results to the LA (Local Authority) when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The EYFS lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We aim to create a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

Our school has specific Safeguarding and Acceptable Use of Technology Policies.

At Rangeworthy CEVC Primary we are committed to providing the highest quality Early Years Education for children in the Reception age range. The aims of this policy have been devised so that parents, staff, governors and the wider community have a good understanding of how we achieve this.

The staff and Governors will review this policy every 3 years or before if necessary.

Ratified by Curriculum and Standards Committee Governors.

Date for review: November 2024