



# **Cringleford Church of England VA Primary School**

## **Early Years Foundation Stage Policy**

<b>Policy Type:</b>	<b>Statutory Policy</b>
<b>Approved by:</b>	<b>Full Governing Body</b>
<b>Date Adopted by LGB:</b>	<b>23/ 3 / 2022</b>
<b>Review Date:</b>	<b>September 2022</b>
<b>Person Responsible:</b>	<b>The Headteacher</b>

# Cringleford CE VA 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.

EYFS FRAMEWORK 21'

'What a child's experiences between birth and age five have a major impact on their future life-chances.

EYFS FRAMEWORK 21'

Cringleford CE VA Primary School accepts all four year old children into school in the September of the academic year in which they are five. Children attend full time after a short induction programme.

### Aims

- Introduce children to their school life in a caring, secure, safe environment with their well-being at the core.
- To provide a holistic curriculum for every child.
- To provide the children with an environment where they can be inquisitive, develop their language and take part in a range of indoor and outdoor activities. This will be an individualised curriculum which supports the needs of every child.
- Ensure 'school readiness' for every child, by giving the children a broad range of knowledge and skills, as well as providing for their social, emotional and spiritual needs.
- To ensure early language is at the heart of the curriculum. To provide an environment that supports the development of the spoken language and gives the opportunity for high-quality interactions and conversations in a language rich environment.
- Provide early intervention and catch up for those children who require extra support, so that every child can reach their full potential.
- Promote and enhance relationships with parents with a view to creating a productive learning partnership between home and school

At Cringleford Primary School, we use the Early Years Foundation Stage (EYFS) curriculum to ensure that children receive a quality experience that supports their development and learning. Our Foundation Stage provision reflects the four main principles of the EYFS Framework:

- A unique child – developing resilient, capable, confident and self-assured individuals;
- Positive relationships – supporting 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.

There are seven areas of learning and development as set out in the Early Years Foundation Stage 2021, of which three are 'prime areas' and four 'specific areas':

### The prime areas of learning are:

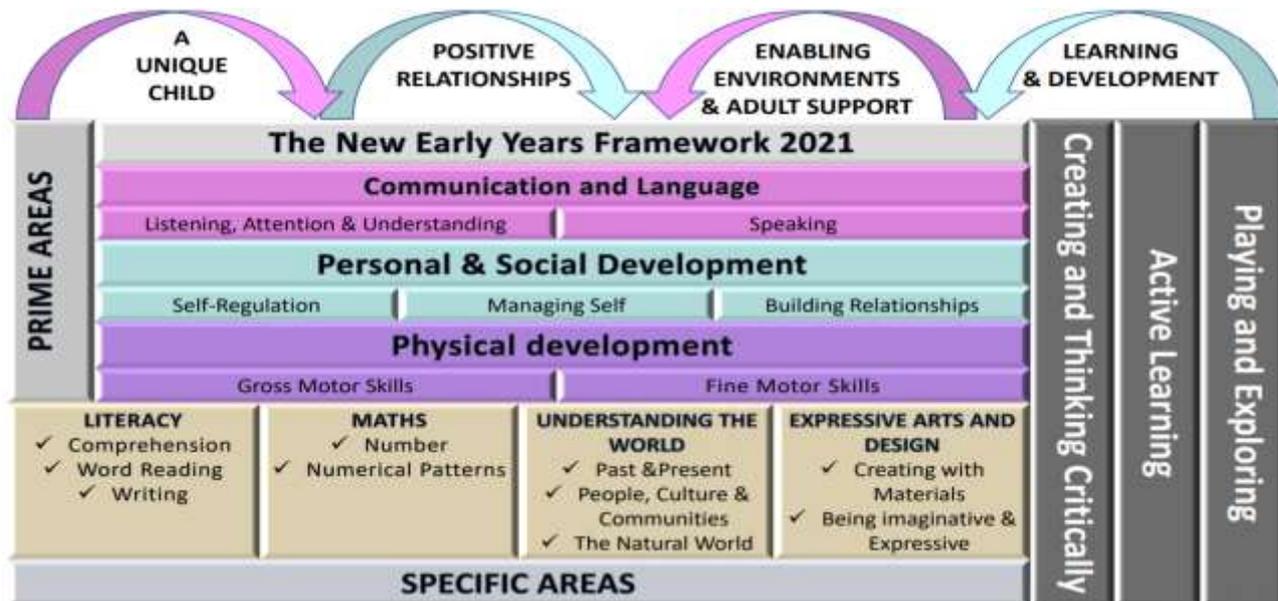
- Communication and language
- Physical development
- Personal, social and emotional development

### The specific areas of learning are:

- Literacy

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

The distinct learning needs of four year old children that are required to meet their emotional, physical and intellectual development are met in the following ways:



### Curriculum.

Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.

Children will benefit from a personalised curriculum which encourages them to follow their own interests and fascinations. Alongside this, children will benefit from a carefully designed and contextualised curriculum which considers culture and demographic. All children will have access to many varied opportunities which enhance their learning and development across all areas. The children will have access to ‘Quality first teaching’ that supports each and every child to achieve their best within an inclusive and supportive environment.

At Cringleford school we encourage a passion for learning for all children and we will continue to encourage children’s enthusiasm and growing confidence at every opportunity.

Child-initiated learning is learning activities that children initiate themselves, as opposed to a learning activity that is initiated and directed by adults, adults participate rather than lead. The classroom and outdoor area in EYFS is set up in a way for children to carry out meaningful experiences to support their learning. Children are encouraged to seek resources, to support them to be independent learners. Adult initiated activities are based on the teachers own professional understanding of what should be taught to young children and what experiences they should have through adult led activities. Teachers introduce children to new ideas, provide opportunities for them to develop their skills and ensure that they experience all areas of learning in the EYFS.

### Outdoor Learning

Outdoor play supports the development of healthy and active lifestyles by offering children the opportunities for physical activity, freedom and movement, and promoting a sense of well-being. It provides them with experiences that are unique to outdoors, such as direct contact with the weather and

seasons. Outdoor play also supports children's problem solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.

Our outdoor environment also offers more space than indoors and therefore is particularly important to those children who learn best through active movement. Focused teaching occurs where children have opportunities to interact with members of staff – practitioners joining the child's play and skilfully using questioning to move children's learning forward.

Children are encouraged to find and use equipment and resources independently. Children are able to flow freely between indoors and outdoor area whilst remaining in ratio following statutory guidance for the EYFS.

### **Planning**

Good planning is key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by contributions from home, from the children themselves and from observations. Planning will be led from the interactions we have with the children, in order to understand and consider their current interests, development and learning. All practitioners who work in Reception class are involved in this process.

There are three stages of planning the curriculum:

- Long Term Planning: We have created a framework, which gives structure and coherence to the curriculum. Themes are planned for each of the six terms and educational programmes are distributed over the terms, to determine broad and balanced coverage.
- Medium Term Planning: We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and opportunities for Technology. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified.
- Short Term Planning: We identify specific learning objectives and plan activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis.

Planning reflects and supports the Characteristics of Effective Learning and the different ways children learn. Objective-led planning is used to target small groups of children who are working towards the same learning goal.

Planning will be inspired by books. Teachers will create opportunities for learning based around themes from the book. Children will be offered the opportunity to extend their learning through daily challenges.

### **Assessment**

For every child starting Reception, our practitioners will complete a National Baseline Assessment in their first 6 weeks of school. At the end of Reception we use the Early Learning Goals (ELGs) to judge whether a child has achieved all 17 areas of learning.

Effective assessment presents a holistic view of a child's learning. Our assessment of children is based primarily on the knowledge gained from practitioners within Reception and informed predominantly from observation and interaction during a range of daily activities and events. It also takes account of the voice of the child, their parents and other relevant adults.

Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations and is recorded through Tapestry. (see below)

- Formative assessment: This type of assessment informs everyday planning and is based on continual observational assessment of each child's achievements, interests and learning styles.
- Summative assessment: At the end of the Reception year the EYFS Profile is completed which provides information of a child's knowledge, understanding and their progress. The Profile reflects the on-going

observations and assessments which have been made during the year. Evaluations are made in each of the 7 areas of learning, assessing against the early learning goals criteria.

### **Tapestry and EYFS Profile**

We believe that every child has the right to thrive in our care by accessing a unique curriculum that has been designed by a team with a good understanding of where the children are and need to go in order to achieve. Every child must make good progress from their starting point and as committed practitioners, we will ensure that no child gets left behind. We carefully plan for the learning and development of each individual child and frequently assess and review what the children have learnt will ensure that each child is making progress from a well-established starting point.

Early Years staff will work in partnership to promote the learning and development of all children. Staff, parents and outside agencies, will ensure that each child is as ready for year 1 as possible. We believe that all staff are integral in this progress and communication is key.

At Cringleford School we use Tapestry as an online learning journal. Tapestry is used before the children start school to upload information, videos and photographs to begin to build a relationship with each child. Once children start school, we will use Tapestry to document new learning and experiences and we will enjoy viewing uploads of home experiences to create an on line learning journey.

It includes:

- A cycle of observation, including the child's voice
- Observations are analysed and next steps planned
- Photos of the child engaged in activities with comments
- Photos of groups of children with comments
- Contributions from home, uploaded by parents/carers
- Learning stories highlighting particular events and special occasions

Throughout the year, a dialogue will take place between staff to identify the characteristics of effective learning and next steps in order to extend learning. These next steps are shared with parents in a relaxed and informal manner via Tapestry and through parent consultations. In order to complete the EYFS Profile in the summer term, we will use Pupil Asset termly to track children's attainment. Some staff also attend termly cluster meetings with local school leads to discuss documentation and judgments from the observations we have gathered.

### **Transition**

#### **Pre-school – Reception**

At Cringleford Primary School, we have close links with the local preschools and the Crackerjacks nursery is on the school site. Reception practitioners utilise the transfer records from pre-school settings to inform them about each new intake. During the Summer Term, the EYFS teacher and TA undertake home visits to meet and interact with children in a familiar setting. In addition, all prospective children have the opportunity to visit the school and their classroom for a number of 'taster' sessions.

In the second half of the summer term, parents attend an information meeting which introduces them to the school's key personnel and its procedures and practices. The children are invited to join their new class teacher for story times to enable strong relationships to begin to develop.

Children are inducted on an increasing attendance programme attending for half a day (either mornings or afternoons) which increases to include lunchtimes and then finally to full time. This allows the children to feel secure in their new environment and gradually build up to full-time attendance.

## **Reception – Year 1**

Reception and Year 1 work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible. Teachers have time to discuss and expand on the information presented in the EYFS profile. In particular, the narrative around the Characteristics of Effective Learning which will give teachers significant details about each child's learning and development.

- Reception children meet the Year 1 teachers regularly during the Reception year for shared learning with Year 1 children
- Through phased pupil progress meetings year 1 teachers are part of the professional dialogues which occur throughout the year when discussing Reception children.
- Reception children have the opportunity to make visits to their new Year 1 class and spend time with their new teacher in the summer term
- There is a similar structure to the school day during the Autumn Term when the children move into Year 1
- Where possible, the Year 1 children continue to enjoy practical learning experiences which gradually become more formalised towards the end of the academic year.

## **Adults Role**

At Cringleford School we believe the importance of strong, supportive relationships between adults and children. Staff spend time getting to know each individual child and play alongside them, providing next steps to develop a holistic approach to their learning. Staff will improve the outcomes for children by strengthening their language development, through modelling, commenting, conversations, story-telling, role play and oral reasoning specifics.

The relationships that staff develop with the children form a basis for positive behaviour management, while following the school behaviour policy. Praise is key in EYFS for promoting children's positive behaviour and motivating their learning. We follow the school's behaviour policy.

## **Health and wellbeing**

At Cringleford School we believe that children learn best when they are healthy, safe and secure alongside happy and dedicated adults and when their individual needs are met. We ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs. We promote a healthy lifestyle through daily healthy snacks, education about healthy living and by following healthy schools guidance. We promote good health, preventing the spread of infection and taking appropriate action when children are ill. We manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs. There is a quiet area in each classroom for children who need to relax and look at a book.

We promote the welfare and safeguarding of children and all staff are trained in safeguarding procedures and report to the safeguarding guidance in school. We use an electronic safeguarding record to report any concerns (alongside the safeguarding policy). Accidents and incidents are reported in the accident book and parents are informed verbally or in writing. Medication Procedures are followed with good communicative links. We maintain records, policies and procedures required for safe efficient management of the school and to meet the needs of the children.

Please see school policies for safeguarding and administering medications.

## **Partnership with Parents**

We aim to develop caring, respectful, professional relationships with the children and their families. We understand that parents are children's first educators and we value the contribution they make.

We do this through:

- Having an open door policy, talking to parents /carers about their child before and after school

- Giving the children an opportunity, whenever possible, to spend time with their teacher before starting in our school through stay and play sessions
- Inviting all parents to an induction meeting during the summer term before the new intake and a curriculum meeting in the first half term in order to explain how we aim to work with their child and support families
- Encouraging parents /carers to talk to their child's teacher if there are any concerns. The children have a communication book where messages can be shared between home/school
- Meeting twice a year for parent/teacher consultations' in which the teacher and parent discuss the child's progress and next steps in their learning
- Writing an annual report about their child's attainment, achievement and progress at the end of the school year, as well as informal updates on an ongoing basis
- Encouraging contributions about their children's learning journey through Tapestry
- Arranging a range of workshops/reading cafés/class assemblies throughout the year that encourage collaboration between child, school and parents
- Providing parents with an opportunity to celebrate their children's learning and development, which is then used to inform planning and provision
- Sharing of an Information booklet is handed to all parents at the start of Reception
- Facilitating home visits are carried out to ensure settling in.
- Sharing reading records which allow parents to communicate with school staff about progress
- Celebrating festivals from other cultures
- Encouraging Parental feedback in all areas, including a settling in survey after a few months of their child being in school.

This policy should be read alongside the following policies;

- Staff code of conduct
- SEN policy
- Health and Safety policies
- Child protection / safeguarding policy
- Intimate care
- Behaviour policy
- Medicines policy
- Phonics and Reading policy for Early Years