



Edleston Primary School

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EYFS Policy September 2016

Rationale The Early Years Foundation Stage (EYFS) is the area of education upon which young children build the rest of their lives. It is a single framework for care, learning and development. All children should be given the opportunity to experience the best possible start to their education to develop solid foundations which will ensure they flourish throughout their school years and on into adulthood. The Early Year Foundation Stage curriculum and early learning goals refer to the children from birth to the end of the reception class. It sets a series of learning goals for children to work towards by the time they reach the end of EYFS at the age of 5+. For most children, the end of the reception year will be the end of the Early Years Foundation Stage, when the expectation is that most children will achieve the Early Learning Goals. In the reception class, a high quality, well resourced, integrated early education will make a positive contribution to this distinct stage in a child's development with the key learning skills of listening,

speaking, concentration, persistence, co-operation, literacy and numeracy. Rich, stimulating and appropriate experiences will provide each child with opportunities to develop these skills, their competencies and their thinking to the best of their ability across all areas of learning.

Purpose

- To make the child's first experience of school happy, positive and fun.
- To ensure that all children feel valued and secure in the Foundation Stage setting with positive relationships between carers and staff.
- To ensure a breadth of balance in the curriculum through carefully planned adult input and sensitive interaction using the development matters and ultimately the early learning goals while having regard for ultimately ensuring children are year one ready.
- To encourage parents to become partners with the school in the education of their children.
- To provide a curriculum firmly based in active learning to meet the needs of the individual child. Within the EYFS cohort there will be wide variations in terms of development and maturity as well as family, religion, cultural backgrounds and special needs. Children will have differing experiences, interests, skills and knowledge, which affect both their learning pace and styles. This diversity must be catered for within planning which has a flexible approach, using a wide range of strategies and teaching styles to address the particular needs of the children, families and the community. No child should be disadvantaged but each one encouraged to develop self-esteem and confidence in their ability to learn through different learning styles.
- To further a love of learning, enquiring minds and the ability to discuss, adapt, and negotiate. Well planned play and purposeful activity with challenge and enjoyment, both in and out of doors, will provide opportunity for teaching and learning. Within a well planned, organised environment,
- children should be able to explore, question, test, observe, experiment, plan, make decisions for themselves and participate in activities which are planned by adults as well as those that they plan and start themselves.
- To provide the children time to become engrossed in what they are doing, to work in depth and to complete activities in order to develop positive attitudes to learning while staff need to understand how young children learn and develop, in order to respond to them. Appropriate intervention can help children to become more involved in the learning process and provide opportunities for new learning and development, so that they can make progress.

- To monitor progress throughout the EYFS while taking action to identify areas of concern and provide necessary support.
- To help children develop self-control and to respect the feelings, needs, culture and the abilities of others.

Guidelines

Parent Partnership

- There is a welcome meeting for parents and children in May. They also receive a welcome pack and a book to share at home. Parents and children are invited to four open sessions during the second half of the summer term.
- Parents are asked to complete the admission form and a medical form.
- Parents are required to sign permission slips for visits out of school and to use their children's photograph on our website, in local newspapers and publications.
- Parents are asked to provide a password for additional security.
- Permission is asked for tapestry our online learning journey that parents are encouraged to view and also contribute too.
- Parents are encouraged to talk to the child's teacher if there are any concerns.
- There is also an opportunity for parents to meet the teacher formally each term.
- Each term parents receive a curriculum newsletter.

As well as contributing to tapestry each Friday children take home news books and then on Monday children are encouraged to share. Often there is a particular focus and some weeks what they have been doing at home.

- Children are given a book bag and the four sounds that we learn during the week are added to an envelope for the children to practise at home as well as a letter formation book and words and numbers as appropriate for each individual child. Book bags are kept in school on Thursday for sounds to be added.

Settling In.

- The class teacher and/or teaching assistant visit most children in their pre-school setting before starting school.
- The children make afternoon visits in groups in July prior to starting school.
- There is a staggered intake in September. In the first few days the children come in either mornings or afternoons. After one week the children stay full time. If this

causes any difficulties then the teacher and class teacher will discuss individual cases with the parents.

- A gradual, well supported introduction to the various aspects of school life and its members is catered for. The children are introduced to the routine of school which requires more conforming, socialising and directed learning situations than will have been experienced before.
- The routine of the school day is introduced slowly, especially those aspects which take the children away from their environment, for example, P.E. and Assembly.
- There is free flow so that all children have the opportunity to access both indoor and outdoor classrooms. Curriculum
- A carefully structured curriculum based on the EYFS will offer provision which takes account of the differing starting points on which to build the various elements and match differing levels of need via age bands in the seven areas of learning. Please note children will be working from the age band that best fits the child's level of development and this does not necessarily reflect their chronological age. This provides a progression through to the end of the Reception year, laying the foundations for KS1. Children sometimes follow whole school themes, and sometimes choose themes with the guidance of the staff. At times role play areas are developed for a particular reason, ie to encourage boys writing. Individual needs and interests are also incorporated throughout topics.
- The Seven Areas of Learning There are three prime areas and four specific areas. The prime areas are:
 - Personal, Social and Emotional Development (PSED)
 - Communication and Language (CLD)
 - Physical Development (PD)
 - The Specific areas are:
 - Literacy (L)
 - Mathematics (M)
 - Understanding the World (UW)
 - Expressive arts and design (EAD)

The categories for these specific areas aim to reflect the holistic nature of young children's learning and the subjects that this learning will eventually slot into in the school's curriculum, such as art, music, science, design and technology. The curriculum emphasises how the right foundations of early learning make significant differences to outcomes for children and to future life chances. The three prime areas are seen as the essential building blocks for securing these positive outcomes for young children in later life and into adulthood. Assessment There are 17 Early Learning Goals that are contained within the document 'Development Matters.' Both our assessment and planning

are taken from this document. For each goal the teacher, along with the Foundation Team, will

determine whether children are meeting expected levels, exceeding them or are below the expected level (emerging) At the end of the year the data is discussed with the year one teacher and will include comments on the characteristics of learning for each child.

Equal Opportunities Children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability.

Policies To ensure that the school operates efficiently and effectively, the Governors have developed a wide range of policies, procedures and guidelines. These are available on the school website or ask at the school office.