

# Richmond Avenue Primary School



*Learning Achieving  
Together*

## EYFS POLICY

Updated: September 2019

Signed : \_\_\_\_\_

**Date:**

## **Aims and objectives**

Our Aims:

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued and respected.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities that enable children to achieve their potential through direct experience, enquiry and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

*The EYFS seeks to provide:*

- **Quality and consistency** in the Early Years settings, so that every child makes good progress and no child is left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of the child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and with parent and/or carers.
- **Equal opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## **Strategies for Teaching & Learning**

The Early Years Foundation Stage is based around four Key Themes, three Prime areas and Four Specific Areas of Learning.

The themes are:

- **A Unique Child** - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships** - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling Environments** - The environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development** - Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The three prime areas are:

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

The four specific areas are:

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

Learning experiences are planned from the children's interests and we believe they should play an active role in generating ideas for the curriculum. The Early Years base, which consists of two classrooms, has weekly plans for continuous provision which will be based on the seven areas of learning and development and which will create experiences to suit the individual needs of the children.

The child-initiated topics will be updated accordingly on the school website to enable parent/carers to continue the learning at home. Literacy and Mathematics will begin once the children are in school full time and this will be taught within a whole class setting. Phonics teaching will be in groups appropriate for each child's stage of development to ensure that their individual needs are met.

Practitioners should also use the characteristics of effective learning to support the day-to-day planning of the environment to ensure that it reflects the different way in which children learn. Practitioners will work with children during continuous provision, both inside and outside, using their personalised targets to ensure that their individual needs are met.

This will then be recorded in the child's online learning journey (Tapestry) to monitor progress and celebrate their successes.

## **Assessment**

- Practitioners will engage in pre-start sessions with parents, carers and pre-school settings to establish a picture of the whole child.
- Children entering school are observed during their first weeks to provide the initial baseline information and the DfE baseline is completed and submitted.
- Monitoring of each child will take place through daily observations, discussions, photographs and record keeping, planned assessment and observations from home via Tapestry. All self-initiated activities are collected and work that shows evidence of progress is collated on each child's individual Tapestry learning journey which parents/carers are encouraged to contribute to. Practitioners assess the children half termly to update their records of the children's levels of attainment; this is then used by the team to focus planning and to inform the individual areas of development for each child. Teachers will also use the characteristics of effective learning to support their judgements. At the end of the year the E.Y.F.S. profile results are sent to the L.A. (Southend-on-sea Borough Council).
- An end of year report summarising the progress the child has made and steps to ensure further progress is sent to parents. This will be supported by an Early Years Foundation Stage Profile which is assessed against the seven areas of learning and development. The report will also detail the characteristics of effective learning which identifies the different ways children learn and how the individual child accesses these in the continuous provision. Each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether the child has met the expected levels of development, or if they are exceeding the expected levels, or not yet reaching the expected levels ('emerging').
- The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the KS1 Curriculum.
- Much of the assessment in the EYFS is through observation - children give indications of their learning all of the time through what they say, what they do, how they approach activities etc. and it is primarily by observing children that judgements are made to inform records and planning. These observations are recorded in a variety of ways e.g. annotated photographs, written observations and

annotations on work with the applicable level from the EYFS profile. These are recorded on the Tapestry website for parents to view securely as well as contribute to.

- Regular year group, cross-phase and MAT moderation takes place to ensure consistency.

### **Transition**

Changing from a pre-school setting or within school, moving year groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. This will be achieved by the following:

- Pre-start practitioner meetings with pre-school settings.
- The option of home visits by the Early Years staff.
- Pre-start sessions prior to the summer holidays to allow children and parent/carers to become familiar with the environment.
- Prior to starting in the autumn term, Parent/carers will be provided with a copy of the school information pack which will include an 'All About Me' booklet to complete with the child which will be shared with practitioners during the initial baseline assessments.
- Parent meetings (daytime and evening) to meet the Early Years staff, share the day-to-day running of the activities and experiences and details of the initial stages of Literacy and Numeracy within the EYFS profile.
- Tapestry work shop for parents to support the use of this outside of school.
- Phonics and Mathematics sessions to enable parent/carers to have a more in-depth understanding of the teaching and learning expectations.
- A staggered start in the autumn term to ensure a positive and smooth transition for both the children and parent/carers.
- Learning Mentor support, should it be required.
- Transition to Year 1 will be managed to ensure the appropriate needs for the individual child is met. This will begin in the summer term, involving discussions with the KS1 staff.

### **Safeguarding and Welfare**

- 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.
- Practitioners will take necessary steps to keep the children safe and well. The requirements are that practitioners will promote good health, manage behaviour and maintain records, policies and procedures, including a daily risk assessment of the outdoor learning environment.
- Ratios – 1QTS/EYTP for a maximum of 30 children.
- For additional information, please refer to the Safeguarding policy.
- Regular risk assessments of both the inside and outside learning environments.