

Cam Hopton Church of England Primary School (Voluntary Aided)

'Life in all its fullness'

EYFS Policy

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This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

EYFS POLICY

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1.0 Curriculum Statement:

Intent:

At Cam Hopton Church of England Primary School, we provide a play based early years environment, which is rich in experiences that the children both enjoy and learn from. We aim to enable children to 'Live life in all its fullness' and this approach to learning helps us to provide opportunities to celebrate this.

We believe that all children deserve an equal chance at success and provide a high quality education to ensure that every child in our care has the opportunity to reach their full potential. We work closely with parents and carers to ensure that the children feel safe and secure right from the start of their journey so that they are ready to learn.

Learning through play is important and we follow the children's interests closely. Using a range of pedagogies, we ensure that there are a mix of different approaches to enable all children to develop through their Reception year. Play is our main approach to learning, with adults supporting the children, recognising their next steps and putting these into their play to secure knowledge and skills effectively. We use a range of adult led group and whole class activities and also set Dojo challenges for the children to demonstrate their knowledge and skills independently. Through this mix of pedagogies, we aim to ensure that all children enjoy learning, develop a curious approach to finding out things and become independent.

Staff in the foundation stage recognise that in the Reception year the development of the whole child is essential, therefore the physical, intellectual, emotional, social, spiritual and cultural aspects of each child's life are considered and respected. Children in their Reception year at Cam Hopton C of E Primary School are offered a rich curriculum which allows them opportunities to learn skills and become successful, independent learners. As a school, our Christian values of respect, creativity, trust, forgiveness, generosity and perseverance guide our children to develop these key behaviours.

Implementation:

To support all children entering Reception to settle well, a staggered timetable is implemented to enable the staff and children to get to know each other. Home visits and Stay and Play sessions are offered, to enable the children to feel confident and secure in their new environment.

Practitioners get to know the children quickly in smaller groups and undertake a baseline assessment to support planning of next steps. Whole class sessions promote good listening and attention skills and enable the children to learn the routines of the whole school. A range of teaching pedagogies enable children to learn in a way that supports them.

The curriculum is planned in a number of ways drawing upon the EYFS Framework, elements of Development Matters and themes from Cornerstones, and is developed to suit the interests of the children. Where possible real life experiences and visitors heavily influence this. Play (indoor and outdoor) is planned to enable all areas of the Early Learning Goals to be developed. A language rich environment, with stories and non-fiction books supports and enhances the children's learning. Children are

screened at the start of the year to look for gaps in speech and language and NELLI is then used to address these.

In the Specific areas, maths and English, activities are planned to ensure progression towards the Early Learning Goals is in place. Children have planned 'enhanced provision' to enable them to practise and consolidate skills in these areas.

Impact:

The children are regularly assessed through observations and anecdotal moments. Any Dojo challenges or independent items are recorded in their learning journeys to support staff when making their end of year judgements against the Early Learning Goals.

At the start of the year the EYFS Baseline is conducted and at end of the year, the children are assessed against the Early Learning Goals in line with National Expectations.

2.0 Who is this policy for?

This policy is a point of reference for Foundation Stage staff (which includes temporary, supply and support staff), volunteers and students. In addition, it provides information for parents, governors, staff and other stakeholders of the school.

3.0 Aims

Cam Hopton C of E Primary School Reception class aims to:

- Provide a secure environment where all children have the right to feel safe and happy.
- Provide a stimulating environment where learning is fun.
- Establish a partnership with parents for the education of their children.
- Ensure the smooth transfer from home to Foundation Stage and Foundation Stage to Key Stage 1.
- Encourage all children to become independent autonomous lifelong learners.
- Provide equal opportunities for all children to develop to their full potential and be respectful and appreciative of others.
- Provide a well-balanced curriculum for each child to develop socially, emotionally, physically and intellectually.

4.0 Early Years Foundation Stage Profile

Children in Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available to download at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109972/Early_Years_Foundation_Stage_profile_2023_handbook.pdf

This clearly defines what we teach. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. The prime areas are important because they lay the foundations for children's success in all other areas of learning and of life:

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

When children enter Reception, whilst they settle in and become familiar with the environment and adults, the primary focus is upon these Prime areas, to ensure that the children are ready to tackle the more academic elements of the EYFS curriculum.

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills:

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

5.0 Characteristics of Effective Teaching and Learning

The Characteristics of Effective Learning and the prime and specific areas of learning are all interconnected. The characteristics describe how a child learns. All activities within the reception classroom are planned with the Characteristics in mind.

The three characteristics are:

- **Playing and Exploring** –The school environment actively encourages and offers children the opportunity to play and explore. Children need to be able to explore in every area of the provision. Within these areas, there are opportunities for children to explore and investigate using open-ended resources.
- **Active Learning** – Creating an environment that is led by children's interest will encourage children to become active learners. Active learners show a can-do attitude when attempting to complete tasks. Active learning isn't just about physical development, it also involves the ability to develop resilience and concentration when engaged in play.
- **Creating and Thinking Critically** – As children begin to engage fully in activities, they will start asking questions about how things work. It is important that they are allowed opportunities to work things out on their own and with others to develop their problem solving skills.

6.0 Teaching & Learning

The children's interests form the basis of the Reception curriculum. Each term, the children share their ideas and interests and the adults then plan stimulating and exciting opportunities to enable the children to extend their learning. A range of teaching styles are deployed to ensure the children have opportunities to learn through

play, as-well as having adult led activities. In the moment teaching, where the adult engages the child during their play, enables the children to learn in an environment that is supportive and fun. The classroom has free flow access at all times, this enables the children to learn inside and out. The outdoor area is an extension of the classroom, offering additional opportunities for the children to learn through exploration and play. Within the children's continuous provision, opportunities to experiment, investigate, interact and learn within all of the areas of the Early Years Foundation stage (prime and specific) are provided for.

As part of the class timetable, phonics, maths and writing whole class carpet sessions are structured within the school day. These sessions take place daily, building up in length as the year progresses.

7.0 Assessment, Recording and Reporting

All children are assessed by observation and discussion on a regular basis. This starts with pre-school visits and 'stay and play' sessions at school where staff liaise with parents and other professionals to gain a complete picture of each child.

Foundation Stage staff maintain a bank of on-going personal records for each child which may include:

- 'Learning Journey' books, which contain record of new achievements in all areas
- Class Dojo 'Profile' where photographs of achievements both at home and at school are shared.
- Notes from group or individual observations
- Post-its of specific achievements
- The EYFS profile, which is completed at the end of the Reception year

These on-going assessments are used to inform future planning and help in the identification of children who may have learning or behaviour difficulties, or may be gifted & talented.

Foundation Stage staff may share children's achievements with their parents or carers informally at the end of sessions. Feedback is given formally at consultation meetings which are held twice yearly with parents. Parents also have the opportunity to share home learning achievements with staff through Class Dojo. Additionally, parents/carers are invited to respond to learning and share their thoughts during the termly 'Showcase' events held in school.

At the end of the Reception year, the children are assessed against the 7 areas of learning. Children will be assessed as to whether they meet the level of development expected at the end of EYFs (expected) or not yet reaching this level (emerging)

8.0 Special Educational Needs and Disabilities

Children with Special Educational Needs or Disabilities may be identified when they first enter Foundation Stage or at any time after, as appropriate. They will be integrated and included as the other children and given extra support as necessary. Children

identified as having SEND will be supporting following the schools SEND policy (see SEND sections of the Cam Hopton C of E Primary School website).

9.0 Links to other policies

This policy should be read in conjunction with:

- SEND
- Safeguarding
- Health & Safety
- Curriculum policies

Cam Hopton CE Primary School is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to serve the community by providing high quality education and promoting Christian Values.