

EARLY YEARS EDUCATION (EYFS) POLICY

This policy was reviewed	November 2020 by EYFS Lead
Review Cycle:	One Year
Next review due:	November 2021
To be reviewed by:	EYFS Lead and Head Teacher

Introduction

The Early Years Foundation Stage (EYFS) is a comprehensive framework published by the Government which applies to children from birth to the end of their Reception year. At Rauceby Church of England Primary School we are now following the EYFS reforms Early Adopter version, July 2020. Our Early Years Foundation Stage takes place in our Reception class, with children encouraged to begin school at the start of the academic year, from the age of 4 years.

At Rauceby Church of England School we believe that the Early Years Foundation Stage is important in its own right. We strongly believe this stage lays the foundations for each child's future learning and is therefore a very significant time.

The EYFS is based upon four principles:

- **A Unique Child:** every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- **Positive Relationships:** children learn to be strong and independent through strong relationships;
- **Enabling Environments:** children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers;
- **Learning and Development:** children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning;
- Promote equality of opportunity and anti-discriminatory practice;
- Provide early intervention for those who need additional support;
- Work in partnership with parents and where needed outside agencies;
- Plan challenging learning experiences for all our children, based on the individual needs of the child;
- Provide opportunities for our children to engage in adult led learning and self- initiated learning;
- Provide a secure and safe learning environment indoors and outdoors;



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- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning.

At Rauceby Church of England Primary School children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active. We provide a well - balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of whole class, adult led and child initiated learning.

Areas of Learning:

The EYFS is made up of seven areas of learning.

Three **prime areas** of learning:

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

Four **specific areas** of learning:

- Literacy;
- Maths;
- Understanding the World;
- Expressive Arts and Design.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes of learning together and where needed with liaison with the Special Educational Needs Lead in school. (Refer to the schools SEND policy for greater detail).

Assessment

At Rauceby Church of England Primary School ongoing assessment is an integral part of the learning and development processes. The class teacher and teaching assistants continuously observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. The observations are recorded within the children's online Tapestry Learning Journal and in class work books. Parents and carers are also encouraged to add observations to Tapestry from home, celebrating their child's achievements.

At the end of the EYFS, the Reception staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development, or,
- Not yet reaching expected levels ('emerging')



The role of parents and carers

We believe that all parents and carers have a vital role to play in the education of their children, alongside that of the professionals in school. We therefore recognise their role by:

- Offering visits by the teacher to all children in their home setting prior to them starting school;
- Organising visits by the teacher to children's nurseries, or pre-school settings prior to them starting school. (Currently dependent on COVID 19 restrictions);
- Offering parents and carers opportunities to talk about their child's progress through parent/teacher meetings;
- Encouraging parents to support their child in home learning activities;
- Encouraging parents and carers to talk to the child's teacher if there are any concerns whether academically or socially;
- Offering a range of activities throughout the year that encourage collaboration between child, school and home. (Currently dependent on COVID 19 restrictions);
- Providing sessions on how parents can work with their child at home using the same teaching vocabulary and techniques as are used in school;
- Providing parents with a progress report at the end of the spring term and a more detailed annual written report on their child's attainment at the end of the school year.

Welfare of Pupils

- The class teacher is responsible for the pastoral care of each child as well as the academic side of school life. Teaching assistants provide support to the class teacher in this important role;
- At least one member of the Reception Team will be a Paediatric First Aider and all members of the team will have received first aid training;
- Medication will be kept and administered in accordance with the school's policy;
- All safeguarding and child protection concerns will be reported to the school's Designated Safeguarding Lead, or their deputy, and procedures followed in accordance with the school's Child Protection and Safeguarding Policy and current Keeping Children Safe in Education documentation;
- Ensuring we have an open-door policy for any concerns the parents and/or children may have.

Transition to Year One

Towards the end of the Reception year, the teachers will begin to prepare the children for the more formal education they will receive in Year One.

This is accomplished by:

- Gradually moving the timetable over the year to one more akin to that of Year One;
- Preparing the children with more independent activities, similar to those in Year One;
- Allowing the children to spend time in the Year One classroom with Year One staff – more frequently for those children with special needs;
- Scheduling a 'Meet the Teacher' day towards the end of the summer term, when all classes will spend part of the day with their new teacher in their new classroom;
- Allowing time for the Reception teacher to 'handover' to the Year One teachers, giving information on family background, learning styles, friendship groups, academic ability, progress achieved through the year;



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- Reviewed by: Mrs K Singleton (EYFS Lead)
- Approved by: Governing Body and Head Teacher – December 2020
- Next Review: December 2021

