



Earsham CE VA Primary School

*We aim to provide a happy, purposeful, Christian environment, in which each child feels secure and develops self-confidence, enabling them to flourish and reach their full potential.
Children's learning journeys are enhanced by working together with the wider community.*

EYFS POLICY

Introduction

1.1 The Early Years Foundation Stage applies to children from three years of age to the end of the reception year. In our school, all children join us at the beginning of the school year or term in which they are five. Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Early Years Foundation Stage.

1.2 Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

2 Aims of the Early Years Foundation Stage

2.1 The Early Years Foundation Stage curriculum underpins all future learning by supporting, fostering, promoting children's development under the four themes in the Development Matters guidance:

- A Unique Child;
- Positive Relationships;
- Enabling Environments;
- Learning and Development.

The Prime Areas of Learning are fundamental, work together, and move through to support development in all areas:

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

The Specific Areas of Learning include essential skills and knowledge for children to participate successfully in society:

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

All areas of learning and development are delivered through planned and opportune purposeful play, with a balance of adult-led and child-initiated activities. Children learn in different ways and at different rates, all areas of learning and development are connected to one another and are equally important.

2.2 The ways in which the child engages with other people and their environment underpin learning and development across all learning areas and support the child to remain an effective motivated learner. The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning which move through all areas of learning:

- Playing and Exploring;
- Active Learning;
- Creating and thinking literally.

3 Teaching and learning style

3.1 We recognise every child is different – a unique individual. Each child brings with him/her a wealth of life experiences, relationships, knowledge, understanding and skills. Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Early Years Foundation Stage just as well as to the teaching in Key Stage 2.

3.2 The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being, achievement and independence;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Early Years Foundation Stage.

4 Play in the Early Years Foundation Stage

4.1 Through all types of play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, social skills, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. The children have access to the outdoors as an integrated part of their learning.

Learning Outside the Classroom

5 All teaching at Earsham embeds the **Learning Outside the Classroom** ethos. The stimulating outdoor spaces and carefully linked curriculum visits provide many opportunities for both prime and specific areas to be met, taught and observed. At Earsham outdoor learning and learning behaviours will be continually modelled to the

children upon entry to the setting and as needed. This will allow the children to learn outside with the guidance of an adult as well as independently. A maximum of 6 children will be allowed to learn under the EYFS canopy independently as visibility from the classroom is good. Children can explore and learn in the entirety of the EYFS outdoor area with the supervision of a member of staff.

6 Inclusion in the Early Years Foundation Stage

6.1 In our school we value all our children. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

6.2 In the Early Years Foundation Stage we set realistic and challenging expectations through the use of next steps that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
 - using a wide range of teaching strategies based on children's individual learning needs;
 - providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
 - providing a safe and supportive learning environment in which the contribution of all children is valued;
 - using resources which reflect diversity and are free from discrimination and stereotyping;
 - planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
 - monitoring children's progress and taking action to provide support as necessary. This may involve referring children for additional assessment or support under other agencies.
 - children are involved in their own assessment and their voices heard, through directly quoting children within observations and assessments.
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- children are given the opportunity to reflect back and develop their self-reflection skills. This builds self-esteem as well as deepening understanding.

7 The Early Years Foundation Stage curriculum

7.1 The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

7.2 The Early Learning Goals provide the basis for planning throughout the Early Years Foundation Stage. Medium term and outline curriculum planning identifies the intended learning outcomes for children working towards the Early Learning Goals and towards expected standards in Year 1 of the National Curriculum.

- 7.3** The EYFS curriculum enables children to develop in all areas of learning. The characteristics of effective learning and the prime and specific areas of learning and development are all interconnected.

Characteristics of Effective Learning
<p>Playing and Exploring – engagement</p> <p>Finding out and exploring Playing with what they know Being willing to ‘have a go’</p>
<p>Active learning – motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific Areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

8 Assessment

- 8.1** At Earsham the class teacher will complete a ‘baseline assessment’ within the first 6 weeks (we aim to complete this within 3 weeks) of intake for each new cohort of children. Earsham School have opted to use the Early Excellence Baseline Tracker System. Data from these results will be uploaded onto the Early Excellence website as well as being manually uploaded to the Pupil Asset tracking system used by the school. The class teacher will also complete additional baseline assessment to ensure the appropriate amount of evidence has been collected.
- 8.2** The teacher makes regular assessments of children’s learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage takes the form of observations made on the tapestry online system, as well as long observations mapping a moment for a child which takes place half termly. Assessments are made by the teacher, teaching assistant and other adults as appropriate.
- 8.3** The teacher completes the Early Years Foundation Stage Profile by the end of the child’s reception year and records each child’s attainment level. The child’s next teacher uses this information to make plans for the year ahead. We share this information with parents at the beginning (October/November) and end of the year (June/July).
- 8.4** The teacher keeps track of childrens progress through the online system Tapestry as well as long observations and class books. The progress records a wide range of

evidence that we share with parents at parental consultation meeting. Parents can also contribute to their child's learning journey by uploading photos, videos and observations onto Tapestry.

- 8.5** Parents receive a copy of attainment results at the beginning of the school year as well as an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these by the end of the Early Years Foundation Stage.

The role of parents

- 8.6** We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:
- talking to parents about their child before their child starts in our school;
 - the teacher/teaching assistant visits all children in their pre-school setting prior to their starting school;
 - the children have the opportunity to spend time with their teacher/teaching assistant before starting school;
 - inviting all parents to an induction meeting during the term before their child starts school;
 - all parents are offered the opportunity of a home visit from the class teacher and teaching assistant.
 - offering parents regular opportunities to talk about their child's progress in our reception class informally or at parent meetings;
 - having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
 - arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
 - offering a range of activities that support the involvement of parents. There is regular communication with home through the child's home school record. We invite parents to 'Little Learners Cafes' to be involved in the kind of work that the children undertake in the reception class;
 - Online profile 'Tapestry' to share learning experiences.

9 Resources

- 9.1** We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We always encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

10 Health & safety Risk Assessment

Teacher completes a risk assessment termly and all staff visually monitor safety of equipment. Broken resources are removed and repaired or thrown away.

Related Policies

Data Protection Policy aims to ensure that personal information is dealt with correctly and securely and in accordance with the Data Protection Act 1998, and other related legislation.

Spiritual, Moral, Social and Cultural Development Policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

The Single Equality Scheme states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

The Health and Safety Policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs Policy stipulates that pupils will be assessed and provided or as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Education Plan targets in all areas of the curriculum.

The Gifted and Talented Pupil Policy ensures that children who are on the register are encouraged to reach their potential through extension activities and problem solving challenges.

Internet Safety and Acceptable Use Policy - In common with most technologies, Internet use presents risks as well as benefits. Pupils could be placed in inappropriate and even dangerous situations without mediated Internet access. The headteacher and ICT coordinator will pass on current information and recommendations by CEOP, the Child Exploitation and On-line Protection Centre to staff and parents. Teachers will use CEOP's "ThinkUKnow" website with children in every class to ensure they understand the dangers of some internet use and are able to make the right choices themselves. Parents will be encouraged to access these materials at home with their children to embed these important safeguarding principles.

Prevention of Extremism and Radicalisation -This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

Whole School Safeguarding and Child protection Policy

The purpose of Earsham C.E. V.A. Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to;

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development
- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Behaviour Policy

At Earsham we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self-esteem and work with parents to ensure children grow up with a positive sense of self-worth, aware of their rights and responsibilities in a community.

Anti-bullying Policy

Earsham C.E. V.A. Primary School will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all.