



Courtney Primary School
Nurture, Inspire, Flourish.

EYFS Policy

Courtney Primary School

Date Ratified: September 2018 **by** Curriculum and Standards Committee

New Review Date: July 2020

Signed by: D Wood

Position: Headteacher

Rationale

At Courtney Primary School the Early Year's education is based on the following principles:

- It builds on what our children already know and can do.
- It focusses on building children's learning characteristics to equip them to be life-long learners. It acknowledges that children learn through: play and exploring, active learning and creative and critical thinking.
- 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 our young children and activity that supports, extends and challenges the children to reach their full potential.
- It provides a learning environment that is divided into different areas of learning, where children have the freedom to move between the inside and outside classroom.

Aims

We aim to provide a rich and stimulating environment to enable children to explore and develop their own learning opportunities and independence. The Early Years Foundation Stage Curriculum is based on Prime and Specific areas of learning.

The Prime areas are:

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

The Specific areas are:

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

It is expected that most children will achieve the Early Learning Goals (ELGs) by the end of their Reception year. We also expect some children to exceed the Early Learning Goals in some areas of the curriculum.

Planning

The Reception teacher(s) will use specific planning templates which suit their curriculum. Medium term planning will contain a brief overview of the topic for the term and more detailed weekly planning will follow, including a plan for 'continuous provision.' This may be done retrospectively to support the children's interests and enthusiasms. Adults support and extend the children's learning by playing alongside their child initiated play and through planned focus activities both inside and outside. Activities are planned between the inside and outside classroom; children have the freedom to move between the two areas. Children are encouraged to become independent learners and take responsibility for their learning environment.

Assessment

Observations and assessments are an integral part of teaching, enabling teachers to know starting points and progress made as well as informing future planning and needs. Teachers assess each child's development in relation to Development Matters or EYFS Outcomes. These assessments are made on the basis of our accumulating observations and knowledge of the whole child. A baseline judgment is made in the first half term of the child starting school. This is a triangulation of information from preschool settings, home visit parental contributions and in class observations. This enables teachers to plan effectively from their needs and starting points and demonstrate progress throughout the year.

Throughout the EYFS an online platform is used to record observations of children's learning using teacher comments, pupil quotes, photographs and videos. Three times a year we email copies of the profile to parents, however parents are entitled to see the profile at any time throughout the year. At regular intervals throughout the year teachers assess children against the profile in order to see progress, gaps in learning and plan for next steps. Supporting evidence is kept in English books, Maths books and online profiles. Assessments against the ELGs are finalised during the summer term, summarising each child's development.

Accurate assessment depends on contributions from a range of perspectives including the child's. We will involve children fully in their own assessment by encouraging them to communicate about and review their own learning. Assessment builds on the insights of all adults who have significant interactions with the child. Adults with different roles will be able to make different contributions.

Data provided by the profile will be used by the class teacher, assessment leader, EYFS leader and the school leadership team to:

- focus on high quality teaching and learning opportunities
- to support improvement within EYFS
- to drive whole school improvement

Data collection will be undertaken at regular intervals to enable the above to happen.

The role of parents and carers

'Parents are the first and most important teachers. Effective and meaningful partnerships are the best guarantees of children's successful learning'.

We value the role that parents have played and will play in the future in educating their children. The partnership between school and parents enables our children to feel secure at school and develop a sense of well-being and achievement. At the beginning of Term 1 a home visit is made to all children starting in Reception. Two staff members visit the child and parents at home. This is an opportunity to meet the child in their own environment where they feel comfortable and relaxed. Parents are able to provide information about the child's likes, dislikes as well as any worries or concerns. This information will be used to plan the first few weeks in school.

Regular dialogue and parental involvement is key in developing and sustaining strong and positive relationships. Home visits on entry to school, WOW events (where parents are able to participate in a celebratory event of learning in class), induction information evenings, curriculum events, (where parents are informed about how an aspect of the curriculum is taught.), weekly newsletters and topic overviews allow and encourage active participation from parents.

We try to be flexible in our approach in our dialogue with parents, using a mix of methods of communication, both conventional and electronic. When parents or staff highlight an issue at home which they feel is encroaching on a child's progress in their learning, we may involve our Family Link Leader, who is able to offer and signpost a range of support.

Active Learning through Play in the Early Years Foundation Stage

Children at this stage do not differentiate between learning and play and well-planned active learning is a key way in which children learn with enjoyment and challenge. It is also important that children have the opportunity to initiate their learning on a regular basis. They need time to become engrossed, work in depth and complete activities.

Through active learning children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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. They are able to take risks and make mistakes.

Inclusion in the Early Years Foundation Stage

We believe that all children matter and they are given every opportunity to achieve their best. Account is taken of their range of life experiences when planning for their learning.

In the Early Years Foundation Stage realistic and challenging expectations are set that meet the needs of the children, so that most will achieve the Early Learning Goals by the end of Reception. Some will progress beyond this into the expectations of KS1. 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.

Special Educational Needs

Close and regular co-operation with parents will be a priority for the children who have special needs. Discussions are arranged with any professionals already involved with the child. Careful records will be made of strengths, problems, areas for development and progress. Support Plans will be made and shared with parents, children and any staff who may work with the child.

Continued Professional Learning

Where possible, the EYFS leader, teachers and teaching assistants will attend any relevant courses. They will also attend INSET days and staff meetings, to make sure that they are aware of good practice in other key stages.

The EYFS leader will be responsible for the oversight of all issues regarding the Early Years Foundation Stage. This will include analysing data for patterns and trends, driving improvement, monitoring the quality of provision and outcomes, reporting to the Senior Leadership Team, and Governors, being a model of good practice, managing the EYFS team, introducing new strategies and disseminating information to the rest of the staff, including those in different key stages.

Safeguarding

We follow the relevant policies and we liaise with the Child Protection, Health and Safety and E Safety leaders if we have queries or concerns.