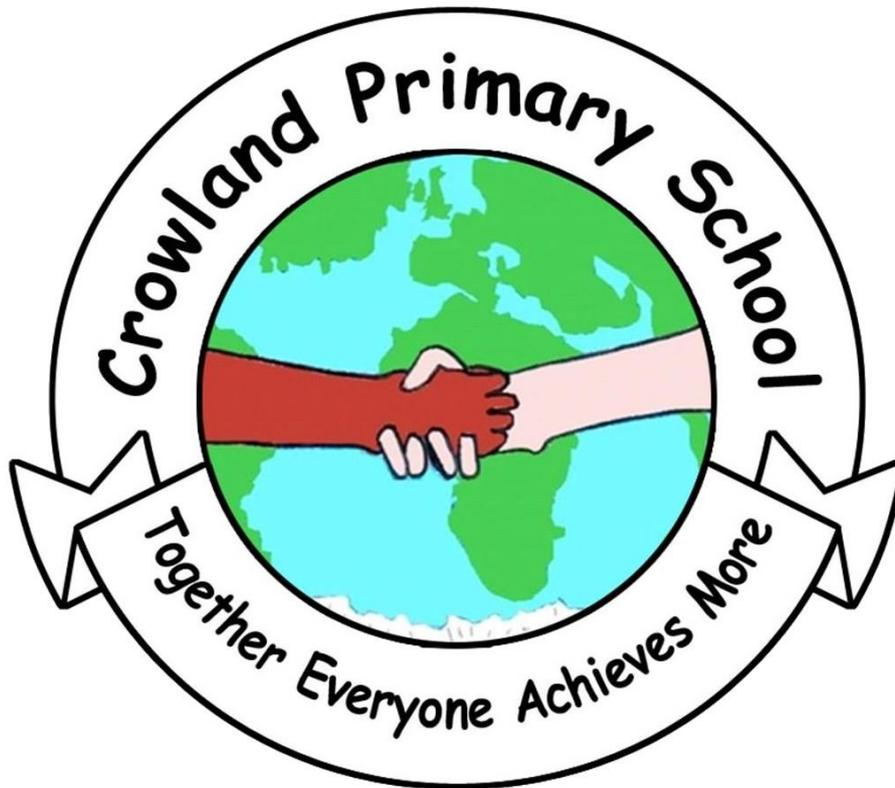


CROWLAND PRIMARY SCHOOL



Curriculum Early Years Foundation Stage (EYFS) Policy

Written by	Caroline Bateman
Ratified by	Autumn Oct 2021
Date for review	Autumn Oct 2023
Signed- Chair of Governors	
Signed Headteacher	

Values and Ethos

At Crowland Primary School we promote learning that is:

- Active and creative
- Independent and collaborative
- Challenging and relevant

We enjoy exploring our world by:

- Embracing challenge
- Persevering when we fail
- Celebrating success

Together we respect ourselves, each other and our community through:

- Tolerance and fairness
- Care and friendship
- Pride in our learning

In these ways we grow and fulfil our potential.

Rationale

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the Early Years and a child’s experiences between birth and five has a major impact on their future life chances.

A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (Statutory Framework 2012)

At Crowland Primary School the Early Years Foundation Stage is viewed as a distinctive phase of education which integrates the care and education of our youngest children. We believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon. We value parents as children’s first educators and ensure that they are active partners in their child’s school education.

Purposes

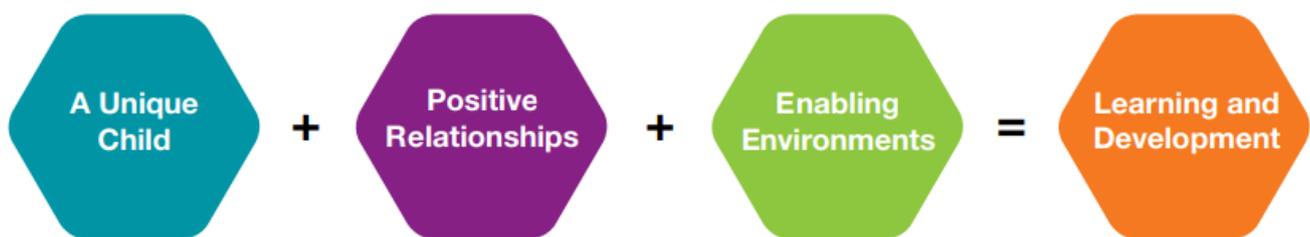
The following policy is directly related to our school vision and aims. It documents further aims and strategies we employ in order to address the key principles for children’s learning and development.

We believe:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- 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 and carers.
- Children develop and learn in different ways.

Guidelines

In order to achieve this we have a commitment to the four themes of the Early Years Foundation Stage Framework.



Areas of Learning

There are seven, statutory areas of learning:

Prime Areas

- Personal, Social and Emotional Development- Self Regulation, Managing Self and Building relationships. Forming positive attachments to adults and friendships with peers. Staff support children with managing their own basic hygiene and personal needs.
- Communication and Language- Listening, Attention and Understanding and Speaking. Teaching staff ensure they provide opportunities to experience a rich language environment.
- Physical Development- Gross Motor and Fine Motor. Providing opportunities for children to develop their coordination, control and movement.

Specific Areas

- Literacy- Comprehension, Word Reading and Writing. This involves encouraging children to link sounds and letters and to begin to read and write.
- Maths- Number and Numerical patterns. Providing opportunities to develop children's understanding of numbers, calculation and shapes, space and measures.
- Understanding the World- Past and Present, People, Culture and Communities and The Natural World. Staff provide opportunities to explore, observe and find out about people, places, technology and the environment.

- Expressive Art and Design- Creating with Materials and Being Imaginative and Expressive. The children are given opportunities to explore and use imagination in art, music, movement, dance, role play and design technology.

Relationships with Parents

We know what an important role parents play in their children's learning journey and we aim to involve them as much as possible in school life. We do this in a range of different ways which range from communication with home to inviting parents into the school setting:

- Introductory sessions
- Stay and play sessions
- Termly parent meetings to discuss progress
- Reading books shared between home and school
- Half termly newsletters and parent outlines
- Parent workshops (for example on RWI phonics)
- Contributing to Learning Journeys on Tapestry
- Class Dojo for communication between home and school

Teaching

We recognise that teaching can take place at all times of the day through more directed teaching sessions, through times of play and inside and outside the classroom. We encourage all of these. We strive to make our environments irresistible to children and encourage our staff and volunteers to seize every opportunity for teaching. Weekly planning formalise this and aim to ensure a balance of formal and informal learning. Staff are encouraged to think carefully about their questions and interventions in children's learning in order to optimise this.

Assessment

The Early Years teaching staff record their initial assessments of the children in the form of a baseline, observational assessment. This takes into account all available information from parents and previous settings. We continue to observe children and will regularly record our observations, particularly when we see 'wow' moments, which are recorded on Tapestry. We analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps. Each child has their own Tapestry journal, which documents their learning. This includes: observations, photos and videos. We assess each child in each area against the Early Years Foundation Stage Profile. As well as the baseline data, we also gather data at three other checkpoints in the academic year. Profiles are moderated within school with colleagues from other year groups and with other schools within our collaboration. We formally report to parents three times a year, in November,

February and July. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

Transition

At Crowland Primary School we work closely with the local pre-schools to ensure that we have detailed information about the children prior to them starting school. The Inclusion Manager and Early Years Leader meet with the pre-schools in the summer term prior to the children starting school. Where possible, the Early Years teachers observe all of the children in their preschool settings and we invite the children to join us for two sessions in the summer term. Early Years teachers and the Early Years Leader carry out Home Visits during the summer term and the children are then placed into their classes following these visits. As the children prepare to enter KS1, the Year 1 teachers observe the children in the Early Years setting during the summer term. The Early Years teachers also meet with the Year 1 teachers to discuss the end of year data within a Pupil Progress Meeting in order to ensure a smooth transition into Year 1.

Children with SEND

We uphold the values of the SEND Code of Practice and follow our school SEND policy to ensure that all children are given the support required to achieve the best possible outcome at the end of the Foundation Stage. Each child's individual needs are assessed and monitored very closely throughout the year and prompt action is taken to provide individual or additional support, as required. We liaise very closely with pre-schools and health care providers to ensure that children with additional needs make a smooth transition into school life, and that any previously identified targets or support can be continued from the start.

More Able Children

We seek to recognise the vast array of individual talents that all children have and nurture them in a positive way. All children are suitably challenged through the learning environment and through adult led activities. Learning is differentiated to meet the needs of groups and individuals.

Health and Safety and Safeguarding

We follow updated safeguarding advice from Keeping Children Safe in Education (Sept 2021) and follow the systems in place in our Safeguarding Policy. All other policies relating to Health and Safety and Safeguarding are followed according to school policies.

Particular Areas to Note:

- The outside area has a comprehensive risk assessment in place and this area is checked each day by the site team and EYFS Phase Leader to ensure that it is safe.
- In line with school policy, staff and volunteers are not permitted to take photos on personal phones, cameras or other equipment.
- Liaison with Safeguarding Leads in other settings takes place before the pupils start school to ensure that documentation relating to child protection is passed to the school.
- The key worker in this EYFS setting is always the Class teacher or the Class TA.