

Lytham C of E Primary School – EYFS Policy

At Lytham C of E we aim to provide every child with the skills to become a happy, independent, curious learner. Our priority is that our provision provides a high level of engagement and active learning through a wide range of activities.

Key Requirements

“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 age five have 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 for the Early years Foundation Stage, DfE 2017

The overarching aim of the EYFS is to help young children stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being by providing:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation which creates learning and development opportunities that are planned around the interest and needs of the children, informed by regular assessments and reviews.
- Partnerships working between practitioners, parents and carers
- Equality of opportunity ensuring that there is no discrimination and every child is included and supported

The guiding principles which shape our practice are grouped into four distinct but complimentary themes:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

Curriculum

We plan an exciting and challenging curriculum based on our observation of children’s needs, interests and stages of development across the seven areas of learning.

The Prime Areas of learning and Development

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

The Specific Areas of Learning and Development

4. Literacy
5. Mathematics
6. Understanding of the World

7. Expressive Arts and Design

Characteristics of Effective Learning

Through regular observations, we will discover children's interests and assess what children know. Also fundamental to our practice is to assess how children learn and it is our duty to report to parent's their children's individual dispositions and attitudes to learning. This will be assessed using the Characteristics of Effective Learning which are:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking

Planning

Through planning, teachers ensure that there is a balance of adult led and child initiated activities across the day. During child initiated activities the adult's role is to show an interest in the children's ideas, build conversation, facilitate and share ideas and model different skills. Such interaction is essential as this helps to build the children's understanding and therefore guides new learning.

Direct Teaching

At specific times in the day the children will take part in an activity that is teacher led. Such sessions include daily phonics lessons, daily maths/counting experiences, as well as teaching new skills to support their learning within the classroom environment and also in our outdoor area. All direct taught sessions are carefully planned for using previous assessments of the children's knowledge, skill and ability.

Learning Through Play

The children have lots of opportunities throughout the day to work in areas of learning independently. This allows them to build on previous skills taught and constantly be engaging with other children. They can become independent, happy, confident learners.

Staffing

The Reception team consists of experienced teachers who are skilled in early years teaching. They understand the needs of the young children and how best to create an environment to enable a love of learning. Our aim is that it is hard to distinguish between teacher and teaching assistants in our setting. Everyone works towards the same goal: to ensure every child achieves to their highest ability by learning through play and enjoyment.

Induction and Transition

Parents/carers of children who are offered a place in Reception are invited to an induction meeting in May. At this meeting they are given a pre-school booklet that has a wealth of information about starting school. At this meeting key staff will talk about school readiness and all the things that it is helpful to know before their child starts school. EYFS staff then do a home visit for each child during the summer term which is so valuable in terms of building relationships and ensuring the child feels happy and relaxed about starting school. The children will also visit school for a taster session. In September the children will start part time for the first two weeks and then full time at the start of week three. All the children start in the straight Reception class for the first two weeks whilst staff

carry out baseline assessments. Before the end of week two the staff will decide which children will be going into the mixed Reception/Year 1 class. This is based on ability.

Assessment, Reporting and Recording of Progress

Assessment is an essential and important part of the Early Years for children's learning and development. Assessment takes a variety of forms in order to gain an understanding of each child. These can be through observations, photographic/video evidence, examples of work, parental conversations. We use Tapestry which creates an 'Online Learning Journey'.

On entry to Reception a baseline assessment is carried out for each child. Other important pieces of information also help us to build a picture of each child including nursery records, parental questionnaire, All about Me booklet. Each child has an individual tracker and their data is recorded on the Lancashire tracker at the end of each term.

Partnerships with Parents and Carers

The school recognises the huge importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. Parents and carers are made to feel extremely welcome. They can come into school to speak to staff at the start or end of the day giving them opportunities to discuss any concerns. They can directly message the class teacher using class dojo.

The school uses various methods of communication to engage parents in their children's learning. These include:

- Weekly newsletters
- Parent workshops on reading and phonics
- Home- school diaries
- Phone contact
- Dojo communication system
- Topic information
- Open Evenings
- School Website updates on learning
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Reporting to Parents and Carers

- A home-school diary is sent home every week informing parents/carers of what we have been learning in school that week. This includes a photo or a piece of work produced by their child.
- There is a weekly update on the website of what we have been learning
- Parents are invited to attend parents evening in the Autumn Term and the Spring Term. Children's learning journeys on Tapestry and the progress they have made are shared at these evenings. At the end of the Autumn and Spring a termly pupil report is sent home. Within the final term of Reception, we provide the parent/carer with a report based on their child's development against each of the Early Learning Goals and the characteristics of learning.

Review

This policy will be reviewed annually.

V.Harter EYFS Leader