

Trusting in God; Growing in Wisdom



EYFS Policy

Date: June 2024

Review Date: June 2027

With thankful hearts, we trust in God as we grow in his love which shines through us. We aim to live our faith and grow in wisdom.

But the wisdom from above is pure first of all; it is also peaceful, gentle, and friendly; it is full of compassion and produces a harvest of good deeds; it is free from prejudice and hypocrisy. (James 3:17)

And Jesus grew in wisdom and stature, and in favour with God and people. (Luke 2:52)

EYFS Leader: Mrs R Corcoran

Intent

At Whitegate C of E Primary School we aim to provide the highest quality care and education for all children, giving them a firm foundation for their future learning. We create a safe and happy environment with challenging and enjoyable learning experiences that enable children to become confident and independent learners. At the start of every child's journey at Whitegate C of E Primary we give plenty of opportunity for each child to live out the Christian Faith as they are encouraged to love one another by enabling God's love to shine through in thought, word and action. We value the individual child and work closely with parents and carers to help every child reach their God given potential.

Implementation

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development. In partnership with parents, Whitegate Cof E Primary promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific. The Prime areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. However, all areas are interconnected and important.

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The **'Prime'** areas of learning and development are:

- Communication and language
- Physical development
- Personal, social and emotional development

The **'Specific'** areas of learning and development are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

If a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

We have developed a knowledge and skills based curriculum and translate this into medium term plans which offer experiences in all seven areas of learning. Short term plans remain flexible to allow for unplanned circumstances and opportunities, children's interests and misconceptions. Children will engage in adult guided whole class, small group and individual activities alongside their child initiated, independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

In planning and guiding children's activities, our practitioners reflect on the different ways that children learn and build these into their practice. The characteristics of effective teaching and learning we use are:

1. Playing and exploring - children investigate and experience things, and 'have a go'.
2. Active learning - children concentrate and keep on trying if they encounter difficulties.
3. Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, challenge confidence, communication and physical development.

Play is a crucial aspect of our approach as outlined by the EYFS framework: 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'. We plan carefully to achieve a balance between children's time and space to engage in their own child-initiated activities and those which are planned by adults. Adults in class will interact with child-initiated play, when appropriate, to stretch and challenge children further. We create a stimulating learning environment and encourage children to free-flow between inside and outdoors as far as possible.

Reception children also participate in a daily phonics sessions, in line with our school's accredited phonics scheme.

Impact

Ongoing assessment (formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. Practitioners carry out observations of children in the continuous provision during child-initiated and adult initiated activities, as well as adult directed tasks. At Whitegate C of E Primary observations are recorded using a paper 'Learning Journey'. Practitioners use these observations to create further opportunities for the child to develop interests and skills within the classroom. Practitioners assess whether individuals are at the expected level of development, drawing on their knowledge of the child and their own professional judgement. Practitioners address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment informs an ongoing dialogue between practitioners and Year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

Statutory Assessments

The Reception Baseline assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. In the final term of the year in which the child reaches the age five, no later than 30 June that term, the EYFS Profile (EYFSP) must be completed for each child and sent to the Local Authority. It is also used to help school benchmark and identify improvements. The profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer useful contribution. Each child's level of

development must be assessed against the early years goals including whether they have reached a 'Good Level of Development' (GLD). Practitioners must indicate whether children are meeting the expected levels of development, or if they are not yet reaching expected levels (emerging). A copy of the profile will be shared as part of the child's end of year written report with parents or carers and will also be given to the Year 1 teacher to aid transition.

Health and Safety

The safety and welfare of our children is paramount at Whitegate C of E Primary. We have robust policies and procedures in place to ensure their safety. In Reception we provide a safe and secure environment and a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage (2023) and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, milk time, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices and opportunities to assess and take managed risks to help them develop this important life skill. Staff and visitors are prohibited from using all electronic devices including mobile phones and smart watches in classrooms, only the class iPad is used to photograph children (for observation and assessment purposes) and children are always appropriately dressed in photographs.

Whitegate C of E Primary has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The Safeguarding Policy is in place to ensure the safety of all stakeholders at Whitegate C of E Primary. All staff are vigilant and report concerns according to the school's policy and procedures.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of our children and provide individual support so that most of our children achieve the Early Learning Goals.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. We have a designated inclusion manager in school to support with any additional needs a child may have.

Parents and Carers

We recognise the importance of parents/carers as children's a significant role in the lifelong education of their child.

We strive to create and maintain partnerships with parents/carers and encourage parents to participate confidently in their child's education and care by:

- Holding information evenings before the child starts at Whitegate C of E Primar;
- Talking about their child's interests and needs during introductory setting visits;
- Being welcoming and approachable, with an open-door approach for parents to voice concerns/ask questions;
- Holding two parents' meetings over the year to discuss how their child has settled and share progress and next steps for learning;
- A further parents' meeting is offered to discuss the end of year report;
- Encouraging parents to read with their child at home and make comments in their home-school contact book;
- Encouraging two-way communication through their home-school contact book and e-mail via the school office;
- Providing curriculum information on the website to help parents/carers support learning at home;
- Providing parents with an end of year report detailing achievements and their child's EYFS profile.

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- Inviting parents to a range of activities and events throughout the year e.g. Sharing Assemblies and the Christmas performance.
- Offering activities to encourage specific collaboration between Sports the child, school and parents / carers e.g. Mystery Reader
- Drawing on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

Transitions

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend a number of introductory sessions to develop familiarity with the settings and practitioners. Our Reception staff also try to visit pre-school or nursery settings, to familiarise themselves with the children.

Parents/carers are encouraged to meet with Reception staff in school for our transition meeting and to attend the first 'settling in' parents evening. This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have.

At the end of the EYFS, the Reception teacher meets with the Year 1/2 teacher to discuss the individual children and their specific needs. The children's assessment data is sent with them to Year 1 so teachers can plan for their 'next steps in learning' from the moment they enter their new class. Children spend transition time towards the end of the school year in their new classroom to ensure that they are familiar and comfortable with their new teacher and learning environment.

Monitoring and Review

It is the responsibility of those working in the Reception classroom to follow the principles stated in this policy. The Headteacher and the Senior Leadership Team will carry out monitoring on EYFS as part of the whole school monitoring schedule. The EYFS Governor for the school's Governing Body will also be part of this process.

This policy will be reviewed in June 2027 or as necessary.

Date of Policy: June 2024

PERSON RESPONSIBLE FOR POLICY:	MRS R CORCORAN
APPROVED:	
SIGNED:	
TO BE REVIEWED:	JUNE 2027