



Preston CE VC
Primary School

Early Years Foundation
Stage (EYFS) Policy

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At Preston Primary School, we highly value the role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. We view the EYFS as preparation for life as well as for the next stages of learning through a positive, caring environment.

1. Principles

1.1 The EYFS is based upon four principles:

- **A unique child:** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments. At Preston Primary School, we observe how each child learns to understand the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.
- **Positive relationships:** We recognise that children learn to be confident and independent through the development of secure relationships. At Preston Primary School, we develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments:** We recognise that the environment plays a key role in supporting and extending the children's development. The indoor and outdoor environments provide opportunities for child initiated and adult led learning. Through observations, we assess each child's stage of development and learning needs as well as recognise their interests. We then provide stimulating activities which engage and challenge the children.
- **Learning and development**
We value all areas of learning and development equally and understand that they are interconnected. At Preston Primary School, the children are encouraged to learn and explore independently in safe and secure areas where resources are easily accessible.

2. Aims

- To provide a broad, balanced, relevant and creative curriculum that sets in place firm foundations for future learning and development.
- To provide the children with planned, purposeful and exciting opportunities for learning in all areas of the EYFS curriculum.
- To provide a safe, challenging, stimulating and caring environment which is sensitive to the needs of every child, including children with SEND.
- To value and record the achievements of every child and to use these assessments to identify their next steps and enable progression.
- To encourage the children to become independent and confident learners by providing choice and problem solving opportunities.
- To work in partnership with parents and carers and value the contribution they make towards their child's development.

3. Learning and Development

- 3.1 The Early Years Foundation Stage Curriculum is used as a basis for the planning and provision in Reception. To support practitioners in implementing the statutory requirements of the Early Years Foundation Stage, we use the guidance material provided in *Development Matters in the EYFS* and *Birth to Five Matters*.
- 3.2 The Early Years Foundation Stage Curriculum is divided into seven areas of learning and development. The Prime Areas are Personal, Social and Emotional Development, Physical Development and Communication, Language and Literacy. The Specific Areas are Literacy, Maths, Understanding of the World and Expressive Art and Design.
- 3.3 At Preston Primary School, we believe all seven areas are of equal importance and fully ensure that the three prime areas are embedded in the four specific areas. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities and are provided for in the classroom and the outdoor area.

4. Characteristics of Effective Learning

- 4.1 At Preston Primary School, we ensure that our environments and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

4.2 **Playing and exploring**

Children will have opportunities to investigate and experience things, and 'have a go'. 'Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children learn at their highest level. Play with peers is important for children's development.' Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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.

4.3 **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. 'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.' Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

4.4 **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

5. **Planning**

5.1 Robust planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning.

5.2 There are three stages of planning the EYFS curriculum:

- Long Term Planning: We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six half terms and the Early Learning Goals are distributed throughout these to ensure a broad and balanced coverage.
- Medium Term Planning: We address particular aspects of the curriculum in more detail for each half term and include links between areas of learning and

development. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified.

- Short Term Planning: We identify specific learning objectives and plan activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. Planning reflects and supports the characteristics of effective learning and the different ways children learn: play and exploration, active learning and creative and critical thinking.

5.3 Planning is based on the EYFS curriculum, the objectives provided in Development Matters/ Birth to 5 Matters as well as matching our phonics scheme, Little Wandle.

6. **Assessment, Recording, Monitoring and Reporting**

6.1 At Preston Primary School, teachers use effective assessment for learning to ensure planning is based on prior attainment and next steps. In the EYFS, we continually analyse and review what we know about each child's development and learning and then make informed decisions about the child's progress and future learning needs. All of the adults who work in the Reception classroom contribute towards the assessment process.

6.2 Within the EYFS, we use two types of assessment:

- Formative assessment: This type of assessment informs everyday planning and is based on continual observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, samples of work, photographs and video clips. Each child has an individual Learning Journey on Tapestry, where evidence of their learning and development at school and at home is collected. Parents are encouraged to join Tapestry to view their children's learning and experiences at home, as well as posting any exciting opportunities children do in their out of school life.
- Summative assessment: At the end of the Reception year, the EYFS Profile is completed which provides information of a child's knowledge, understanding and progress. This profile reflects the observations and assessments which have been made during the year. Evaluations are made using the Early Learning Goal criteria and each child is assessed as either 'meeting expected levels' or not yet reaching expected levels (emerging) in each of the 7 areas of learning.

6.3 Parents and carers are informed of their child's learning and development through consultations in the Autumn and Spring Terms. The evaluations made at the end of the Reception year are shared with parents and carers through a formal written report.

6.4 The EYFS Leader and the Leadership team, monitor teaching and learning within the Foundation Stage throughout the year through lesson observations, work sampling, governor visits and the analysis of EYFS Profile data. Staff also take part in cluster moderation events.

7. **The Learning Environment**

7.1 Our learning environment is made up of the indoor classroom and outdoor area and also includes the use of the playground and school grounds. The EYFS learning areas are welcoming, safe and stimulating and encourage the children to explore, investigate and learn through first-hand experiences. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. Children have the freedom to move between the indoor and outdoor classroom throughout the school day. The EYFS environment fully support all seven areas of learning.

8. Transition

8.1 At Preston Primary School, we have good links with surrounding nurseries and pre-schools. EYFS staff utilise the transfer records from pre-school settings to inform them about each new intake. During the Summer Term, the EYFS teacher undertakes home visits and visits to the feeder nurseries and play groups, to meet the children in a familiar setting. In addition, all prospective children have the opportunity to visit the school and their classroom for a number of 'taster' sessions. In the second half of the summer term, parents attend an information evening which introduces them to the school's key personnel and its procedures and practices. Outside agencies also attend as part of the information sharing practice.

8.2 Children are inducted on an increasing attendance programme beginning with mornings only then increasing to include lunchtimes, some afternoons and full-time attendance. This allows the children to feel secure in their new environment and gradually build up to full-time attendance.

9. Home/School Links

9.1 We recognise that parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in EYFS settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

9.2 We develop this by:

- Outlining the Reception curriculum to parents/carers during the new parent/carers' meeting in June, to enable them to understand the value of supporting their child's learning at home.
- Visiting each child at home in the half term before they join the school.
- Sending home an outline of planned topic activities.
- Operating an 'open door' policy, whereby parents/carers can come and discuss concerns and developments in an informal manner at the beginning and end of the school day.
- Encouraging parents/carers to share their child's significant moments at home with the school.
- Providing a regular 'Stay and Play' session to which younger siblings and other family members are invited.
- Encouraging parents to listen to their child read each night and to comment on reading progress in a home/school diary.

- Encourage parents to join Tapestry, and to share significant moments at home and out of school experiences.
- Encourage parents and younger siblings to come along to Family Reading sessions and Reading Cafes.
- Encouraging relevant learning tasks to be continued at home and ensuring that experiences at home are used to develop learning in school.
- Inviting parents/carers to consultation meetings in the Autumn and Spring terms.
- Providing an annual written report which summarises each child's progress against the Early Learning Goals and outlines their child's Characteristics of Effective Learning

10. Equal Opportunities

10.1 At Preston Primary School, we provide all pupils with equal access to the EYFS curriculum and all aspects of school life. We also ensure that every child is valued fully as an individual. Children with additional educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children with specific learning difficulties and disabilities.