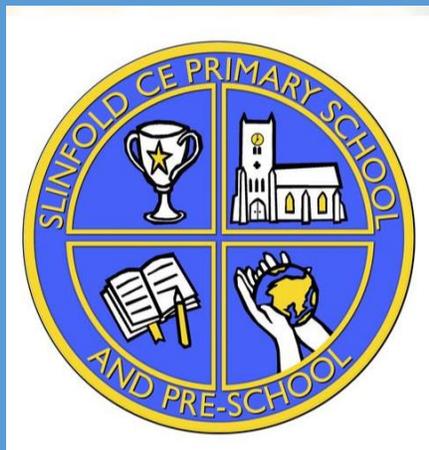


EYFS POLICY



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|---------------------------|-------------|
| Policy Agreed with Staff: | Autumn 2022 |
| Agreed with Governors: | Autumn 2022 |
| Review: | Autumn 2023 |

Caring for each other,
Learning from each other,
Achieving with each other...
Guided by God.

Slinfold is a small, inclusive school with strong links to St Peter's Church at the heart of our rural village community. We strive to develop confident, resilient, and compassionate learners by providing an inspiring curriculum. Our supportive and respectful culture, based on our Christian values, enables all to flourish. Through consistently high expectations, challenge and a love of learning we aspire for excellence.

Early Years Foundation Stage (EYFS) Policy

Aim of policy: To outline the principles, teaching, learning and assessment that takes place in the EYFS.

Our Aims

At Slinfold, we aim to provide a safe, happy and caring environment where all children thrive. We know how important a good start to school life is and we strive to give your child the best possible start.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The prime areas of learning are:

- **Communication and Language** – Listening and attention, Understanding, Speaking.
- **Physical development** – Moving and handling, Health and self-care.
- **Personal, Social and Emotional development** – Making relationships, Self-confidence and Self-awareness, Managing feelings and behaviour.

The specific areas of learning are:

- **Literacy** – Reading and Writing.
- **Mathematics** – Numbers and Shape, space and measures.
- **Understanding the world** – People and communities, The World, Technology.
- **Expressive arts and design** – Exploring and using media and materials, Being imaginative.

The Characteristics of Effective Learning

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child led learning, through play and practical first hand experiences. Within the curriculum we set challenging but realistic expectations that meet the needs of all the children in the class. Children are taught in a variety of ways; as a whole class, small group work, pairs and individually.

In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. At Slinfold C of E Primary School we recognise

that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

Learning Environment

At Slinfold C of E Primary school we recognise that the environment plays a key role in supporting and extending the children's development. Children learn best in a stimulating but ordered environment where the opportunities for active learning are thoughtful and purposefully planned. Independence is key and is taught and modelled from the very beginning. Children who are confident within their environment will access the resources to support their own development. Ongoing reviews of the environment by the classroom teacher and SLT help support the development of our learning environment both indoor and out.

We have a wonderful outside area that we share with the Pre-school. This area is an extension of the classroom with a variety of different areas and resources to facilitate learning. Children have the opportunity to make their own choices in the inside/outside environment throughout the day, and also carry out planned activities with an adult inside/outside. The children go outside in all weather conditions, and have all in one suits and wellies for muddy and wet days (and use of the mud kitchen). The outdoor area is regarded as an outdoor classroom where children have the same expectations and challenges set as inside.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We value involvement from parents and carers and this begins before they even start school. Before children start school at Slinfold there is: a parent meeting to welcome you to Slinfold and outline the expectations, 1:1 home visits are offered and encouraged, 2 visits to the school for the children to get to know the environment and adults and the class teacher will visit the children in their Pre-school/Nursery setting if needed. Once the children have started school there is a parents information session to explain the EYFS curriculum in more detail and outline the expectations for the year. During the Autumn term there is a phonics and reading workshop. In addition to this, there is a parents evening in the Autumn and Spring terms to discuss the child's progress and 'Next steps'. A comprehensive report is sent out in the summer term about children's progress and attainment in all EYFS areas of learning. Parents are encouraged to tell us about learning at home through the 'wow' cards that are sent home. Home contact books are introduced during initial meetings and parents are encouraged to use this to communicate any WOW moments, concerns, messages and reading comments. Seesaw has been introduced to help support parent partnership and give the parents an insight into daily learning objectives. Parents can comment and share learning with the class teachers.

Planning in the EYFS

When planning we ensure that there is a balance of activities that encompass each area of learning and experience.

We take account of the spontaneous and integrated nature of children's learning and understand that young children's learning is not necessarily sequential. Children need

time and opportunities to consolidate, repeat, extend and generalise their learning in their own way through play.

When planning we ensure:

- coverage of all aspects of the "Statutory Framework for the Early Years Foundation Stage" including the knowledge, skills and attitudes to be taught within the seven areas of learning
- differentiation and progression in all aspects of the curriculum
- balance within and across all aspects of the curriculum
- relevance to the current and future needs of the children
- Continuity with previous learning and experience e.g. home and pre-school
- identification of thematic units of work as well as continuous skills development
- the deployment of adults to enhance learning opportunities
- appropriate support and intervention where necessary (pupil premium)
- assessment opportunities
- monitoring, evaluation and, if required, modifications to the planning and activities

EYFS Assessment

Assessment begins by observing the children and assessing their interests, development and learning. The assessments identify specific learning needs, inform future planning/learning and next steps, involves and informs parents/carers and provides an indication of progress made. From this we then plan challenging but achievable activities and experiences to extend the children's learning.

We assess children continually throughout the year through formative and summative observations. At Slinfold we use our own assessment format and observe and record their baseline and ongoing progress. We use an online programme called 'Seesaw' which helps record progress and supports parent partnership. In these observations we take photographs of the child's learning, add any notes about what the child says/does, and identify the learning to the EYFS curriculum. These are shared with the parents.

Each child has a 'Learning Journal Folder', which is a collection of all the children's work (child led and adult led), formative and summative assessments, child's voice and parent WOW notes and photographs.

In the Autumn term (within the first 3 weeks) we carry out a Baseline assessment using our own assessment format. From this assessment we can identify children's starting points for learning and any gaps, and needs that need to be addressed. These are discussed and shared at parents evening.

Throughout the year we also carry out phonics assessments following the 'Song of Sounds' programme.

We were last moderated June 2018.

Special Needs

Children with special needs may be supported within the classroom or withdrawn for individual attention. Support may be given in groups using intervention programmes.

Equal Opportunities

All children have equal access to the experiences and processes provided by the EYFS curriculum.

Monitoring and Review

Monitoring of the standards of the EYFS is carried out by the EYFS lead teacher and the Headteacher. Each year a SEF is written for the EYFS monitoring the performance and standards in the EYFS.

C Tingley EYFS Co-ordinator

Policy agreed: Spring 2019

Next review: Spring 2022