

# THE FEDERATION OF BURLEY AND SOPLEY PRIMARY SCHOOLS



## EYFS Policy

<b>Date of issue</b>	April 2023	<b>Date to be revised</b>	April 2024
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### Names of relevant post holders

Post	Holder	Post	Holder
Headteacher	Nanette Allies	DSL	Nanette Allies
		Deputy DSL	Claire Bleakley Lesley Lillis

### Revision log (last 5 changes)

Date	Version No	Brief details of change

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At the Federation of Burley and Sopley Primary Schools, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children “learn and develop well and keep healthy and safe.” We aim to support children in their learning through “teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2012).

The EYFS is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.

- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

### **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, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assembly and rewards, to encourage children to develop a positive attitude to learning.

### **Positive Relationships**

We recognise that children learn to be strong independent learners from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during transition sessions;
- supporting the children through the transition from preschool to Reception with the children having a home visit and attending part time during the first two weeks. This is also to support staff and parents in getting to know each other as well as the children.
- inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- Parents will be invited to look at the children's learning journeys with them every week and this will also be an informal opportunity to discuss any concerns with the class teacher – this will begin after October half term.
- Parents have access to their child's online learning journey and are actively encouraged to comment and add home learning to it.
- arranging a range of activities throughout the year that encourage collaboration between child/ parent – outcomes.
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision;
- joining in on a Friday morning drop in sessions
- written contact through home school reading diary.
- ensuring all parents know that their child's teacher is their key worker

### **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision and weekly 'enhanced provision'.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journeys. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

## Learning and Development

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.” The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development. The specific areas are
- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

### At the Federation of Burley and Sopley Primary Schools

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults.

Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.” (Statutory Framework for EYFS 2012)

Planning and guiding children’s activities will reflect on the different ways that children learn and reflect these in their practice. At the Federation of Burley and Sopley Primary Schools we support children in using the three characteristics of effective teaching and learning.

These are;

- Playing and exploring - children investigate and experience things, and ‘have a go’;
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (Taken from statutory framework for the EYFS 2012)

### From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child’s level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (‘emerging’). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child’s skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child’s stage of development and learning needs and assists with the planning of activities in Year 1.

## **Equal Opportunities**

All practitioners at the Federation of Burley and Sopley Primary Schools have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting at the Federation of Burley and Sopley Primary Schools.