



## **Early Years Foundation Stage (EYFS) policy**

**Christopher Reeves Church of England Primary School  
is part of the Chellington Church of England Federation  
whose vision for the school communities is:**

**Happiness Through Wisdom**

*“Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel.”*

**Proverbs 20:15**

## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents / carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This policy should also be read in conjunction with the school's Safeguarding and Child Protection Policy, to reference key legislation and guidelines for working with children in educational settings.

## 3. Structure of the EYFS

At Christopher Reeves Church of England Primary School we have a single class of 4 -5 year old pupils (Reception Class), with an intake maximum of 15 pupils. All children start full-time in September, unless parents decide to exercise their right to delay starting school until the statutory requirement.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

## 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. 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;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## 4.2 Teaching

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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Religious Education is also taught in the reception class and follows the St. Alban's Diocesan guidelines. Children also engage in Forest School throughout the year.

## 5. Assessment

Ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At Christopher Reeves Church of England Primary School, we use Tapestry for both gathering evidence of children's learning and development, and to inform staff judgements for the progress towards / achievement of the Early Learning Goals

At the end of the EYFS Reception year, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

In order to support a smooth transition to National Curriculum learning, staff also enter outline data onto the whole school assessment tool, Classroom Monitor.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents / carers are kept up to date with their child's progress and development, through the parent access to their child's online Tapestry profile. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities, as well as giving parents / carers a role in gathering the evidence of their learning and progress.

At Christopher Reeves Church of England Primary School, we also offer a range of family engagement activities such Family Challenges, Stay and Play sessions, a Family Phonics club, etc.

## **7. Transition**

### From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures, to look around the setting, meet the staff and ask questions.
- The children are invited to visit their reception class.
- Children and their parents are invited to a range of school events
- Members of staff make visits to feeder settings to gather information in order to support the child's transition.
- At the beginning of the Autumn Term members of staff make home visits

### From Reception Class to Key Stage 1

- During the final term in Reception, the children are given opportunities to spend time in the next classroom, and with the cohort of children they will join in Year 1
- 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.

## **8. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy. The school is committed to supporting all aspects of children's development and learning, and to keeping children safe. We have a culture of vigilance, not only within the school buildings and the school day, but within the wider school community. Early Years conducts its own Early Years specific safeguarding audit.

## 9. Monitoring arrangements

This policy will be reviewed and approved by The Chellington Church of England Federation Governing Body every two years.

At every review, the policy will be shared with the governing board.

Approved by:	[Name]	Date:	[Date]
Last reviewed on:	DRAFT POLICY TO BE RATIFIED AT FGB DEC2019		
Next review due by:	[Date]		