

CALTHWAITE C of E SCHOOL

EYFS POLICY

1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that provides them with the 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;
- A close working partnership between staff and parents and/or 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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#). It should be read alongside the following policies:

- Safeguarding policy and procedures
- Administering medicines policy
- Procedure for dealing with concerns and complaints
- Pupils with SEND
- Admissions Policy

3. Responsibilities

All school stakeholders (including governors, Head teacher and EYFS Leader and staff)

- Ensure an appropriate and compliant policy exists and is reviewed on a triennial basis or when statute/guidance changes;
- Ensure that Calthwaite C of E Primary School complies with statutory reporting arrangements in relation to the EYFS.

Governing Body

- Hold school leaders to account for implementing the Partnership's policy and ensuring compliance with statutory duties set out in the statutory framework;
- Establish the appropriate staffing and funding arrangements for pupils within the EYFS;
- Consider the appointment of a link Governor for EYFS where this is identified as a priority for improvement with school specific improvement plan;
- Publish information on the school website that sets arrangements for new starters in EYFS, including the right for parents/carers to access fulltime education from the beginning of the academic year.

Headteacher/ EYFS Leader

- Develop the school specific approach to delivery of the EYFS framework through its chosen curriculum.
- Provide Governing Body with a termly update on the EYFS through the school status report.
- Ensure school representation at moderation and cluster network events;
- Make arrangements for the induction of pupils at the start of EYFS, including through engagement with families and other EYFS settings;
- Work with the Local Authority to place pupils in accordance with the Admissions code and SEND code.

4. Applying the EYFS framework

Calthwaite C of E Primary School is required to comply with all aspects of the framework with a particular focus on the requirements for learning and development and for safeguarding children and promoting their welfare.

The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences for children in all early years settings;
- The early learning goals that providers must help children work towards;
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).
- The safeguarding requirements cover the steps that providers must take to keep children safe and promote their welfare. School must refer to the Safeguarding and Child Protection Policy and Procedures in place.

Areas of Learning

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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





5. Our chosen approach to curriculum

Our planning is based upon Curriculum Programmes in the EYFS framework (Sept 4th 2023). Long, medium and short term planning involve activities and experiences for children, as set out under each of the areas of learning. This ensures all children can work towards achieving the ELGs and a GLD.

Parents/carers are also able to provide children with learning opportunities at home. This is seen on Class Dojo and the children are able to talk about their experiences with us at school.

Staff are responsive to the needs of each child; they interact with children during play, modelling effective learning behaviours; this supports class teachers and

subject leaders in collecting evidence towards assessments and implementing next steps in order to help each child make good or better progress. All of this information feeds into long, medium and short term planning. Adults in our school are seen to support children approach opportunities with curiosity, energy and enthusiasm. We provide opportunities for, model and work to develop characteristics of effective learning

OUR 4 EARLY YEARS THEMES	WHAT DOES THAT MEAN FOR US?	WHAT DOES IT LOOK LIKE IN SCHOOL?
<p data-bbox="268 555 612 584">The Uniqueness of each Child</p> 	<p data-bbox="651 555 948 674">Every child is a confident learner from birth, who can be resilient, capable, confident and self-assured.</p>	<ul data-bbox="1002 555 1394 831" style="list-style-type: none"> • Recognition that the child comes first • Individualised 'Learning Journeys' • Support and challenge for all children • Making personal choices in their learning journey • A Rights Respecting school • Safe, secure environment
<p data-bbox="268 840 587 904">The importance of Positive Relationships</p> 	<p data-bbox="651 840 948 1016">Creating strong, secure and caring relationships with all our children alongside respectful and open partnerships with parents and carers.</p>	<ul data-bbox="1002 840 1394 1115" style="list-style-type: none"> • Informative meetings with parents/carers before school begins • Consultations throughout the year • Parent/carers contributions to Learning Journeys • Open door policy • Working with other professionals and experts beyond school
<p data-bbox="268 1155 564 1220">The high quality Enabling Environment</p> 	<p data-bbox="651 1155 948 1310">Our high quality-learning environment both indoors and outdoors stimulates, supports and challenges children.</p> <p data-bbox="651 1317 948 1494">Our first rate resources and adults within the environment are critical in order to support the learning and development of each child.</p>	<ul data-bbox="1002 1155 1410 1473" style="list-style-type: none"> • Outdoor area with specific learning areas, available everyday • A rich variety of stimulating, high quality resources inside and out • A full time teacher and teaching assistants with flexible provision • Clear, accessible well organised learning areas • Individual Learning Journeys for each child
<p data-bbox="268 1512 587 1610">The importance of 'play' in the Learning and Development</p> 	<p data-bbox="651 1512 948 1854">Children learn in different ways and at different rates. Play underpins all development and learning for young children in creativity, socially, physically, emotionally and intellectually. It stimulates, entices and motivates children to explore and learn in a fun way!</p>	<ul data-bbox="1002 1512 1410 1881" style="list-style-type: none"> • Exciting and enticing learning topics • Carefully planned activities • Supportive adults who can meet the learning & development needs of each child • Enriching resources • Hearing and responding to each child's voice • Play based approach, active & fun! • Learning through a variety of key areas

6. Our chosen approach to Observation, Tracking and Assessment.

At Calthwaite C of E Primary School, on-going assessment is an integral part of the learning and development process. All our assessment in the Early Years supports children's learning and development and ensures progress for all. Our on-going, daily observations and interactions with the children give us an accurate picture of the strengths, needs, interests and next steps for all of our children.

Observations

Our Early Years staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. They also consider observations shared by parents and/or carers which are very much welcomed. Observations of children's achievements and significant 'wow' moments are captured and shared on their portfolio on Class Dojo. Parents/carers can then view and comment on this observation along with any related photographs or videos. We do not carry out any long observations or in-depth written observations of the children within our setting. We value the importance of play and high-quality interactions with the children, and as a result, we do not wish for staff's time to be taken up with unnecessary recording. We empower practitioners to talk confidently about the children and their development without having to complete excessive paperwork.

Statutory Assessment Requirements

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). At the end of the EYFS (end of reception), 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
- Working towards expected levels of development

The profile reflects on-going observations and discussions with parents and/or carers. The results of the profile are shared with parents/carers. As we are a mixed age class of Reception and Year 1 children, the profile gives us a clear indication to ensure that subsequent learning in Year 1 builds on the children's prior knowledge. The profile is moderated internally and in partnership with other local schools in our cluster to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Internal Assessment Requirements (Non-Statutory)

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in our Reception takes the form of both formal and informal observations and through planned activities. The assessment cycle is completed termly and involves the teacher, teaching assistants, parents, and children. At each assessment point, we record each child's level of development and record whether each child is 'emerging, developing or secure within the expected level of development in order to meet the 17 Early Learning Goals at the end of their reception year. When assessing, staff use their knowledge of children, carefully mapped out checkpoints and the end-of-year expectations document, to make a 'best fit' judgement for each child. We assess our children internally at the following points in the year:

1. Baseline (on entry to each year group) These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.
2. End of the Autumn term
3. End of the Spring term
4. End of the Summer term (In reception this is before the closing date of the EYFSP submission. (June)

Pupil progress meetings are held following each internal data submission and are used effectively for in-depth discussions about the children's achievements, progress, and next steps. If a child's progress gives cause for concern, practitioners will discuss this with the child's parents/carers and agree how best to support the child both in school and at a home.

7. Our chosen approach to working with parents and/or carers

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

Parents and/or carers are kept up to date with their child's progress and development throughout the year. A Class One newsletter is distributed to parents at the start of each half term/ when a topic changes. Feedback from the statutory Baseline Assessment and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities etc. After the Autumn and Spring summative assessment checks, next step targets are shared with parents in Home-to-School diaries. We host 2 parent evenings during the year and each child has a personalised report sent home in July. In addition to this, parents/carers are invited throughout the year to workshops linked to their child's learning in EYFS. We also use 'Class Dojo' as a means of providing effective communication with all families. Our staff, post 'updates' on this platform on a regular basis, whilst the portfolio section of the app allows both school staff/families to post updates linked to each child's learning journey. In addition to this 'Class Dojo' has a private messaging function so that school staff/families can communicate about personal matters. Finally, our school staff are accessible on the school gate at the start/end of each day to chat/meet with families.

8. Transition Arrangements

Starting school can be a difficult time for young children. Therefore, at Calthwaite C of E Primary School, transitions are carefully planned for, and significant time is given to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily. At times of transition, we acknowledge each child's needs and establish effective partnerships with those involved with the child and other settings. Shortly after confirmation of a place, parents will receive a welcome letter from the Early Years Leader outlining our transition programme.

This includes:

- A Parents/ Carers Information meeting. This is where you can meet the Early Years Team and gather important information and paperwork.
- Stay and Play session for children and parents/carers. You are invited to visit the EYFS classroom and stay with your child to explore the provision, talk to staff and find out more about our school.
- Lunch visits. Feeder nurseries are invited to bring their pre-school children to join us at school for their lunch each week in Summer Term 2.

- The Early Years Team will visit and spend time with all new starters in their pre-school setting.
- Stay and Play sessions for children accompanied by their pre-school setting.
- Story Time sessions with the Early Years team in pre-school setting.
- A home-visit in the Autumn before the children start school.
- On occasions where a child may need additional transitional support we will liaise with parents and pre-school settings to ensure this is in place.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Administering medicines policy	See Supporting pupils at school with medical conditions and managing medicines policy
Procedure for dealing with concerns and complaints	See complaints policy
Pupils with SEND	See Inclusion policy