

Euxton CE Primary School

# Early Years Foundation Stage Policy September 2013



## ***Introduction to Statutory Framework for the Early Years Foundation Stage***

The Statutory document specifies requirements for learning and development and for safeguarding children and promoting their welfare.

Four guiding principles shape the practice in the reception class.

These are:

- Every child is a unique child
- Children learn to be independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways and at different rates

Development Matters in the Early Years Foundation Stage (2012) is used to support children's learning and development by closely matching our provision to the child's current needs.

**Staff in the early years are:** Janet Chapman ( teacher)  
Jackie Critchley (Nursery nurse)

Both members of staff are trained in Paediatric First Aid.

### **Organisation and management of provision:**

Early Years provision at Euxton C E school is organised into a reception class for 30 pupils aged 4-5, which has a secure outside play space. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the reception class and the children also have access to other equipment and facilities throughout the school.

Reception children are admitted in September, initially on a part - time basis for the first two weeks.

### **Organisation and management of the learning environment:**

In line with the principles of the EYFS we offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

### **Early Years Foundation Stage Curriculum**

Our Early Years Curriculum is based on the revised EYFS (2014) and is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

#### **3 Prime areas:**

- personal, social and emotional development
- communication & language;
- physical development;

#### **• 4 Specific areas:**

- literacy
- mathematics;
- understanding of the world;
- expressive arts and design;

Reception and Key Stage 1 children have access to RE and daily access collective worship At Euxton CE we are working towards children achieving the early learning goals by the end of the reception year. Development Matters age related bands help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage. We use the Development matters Positive Relationships and Enabling Environments when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

## **EYFS Planning**

At our school planning includes:

**Long Term Planning:** this forms an overview and helps us focus on our medium term planning:

**Medium Term Planning:** this informs and helps us focus on short term planning.

- ❖ Block of time -half term.
- ❖ We include a range of experiences and activities appropriate to our groups of children in line with the EYFS statutory requirements. We also make use of development matters to support planning effective provision
- ❖ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- ❖ We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year
- ❖ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development

**Short Term Planning:** It provides a weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning.

## **Observation and Assessment**

### **On Entry Assessment**

We collect information on pupil's entry to the setting using the development matters age-related bands as a guide in order to provide a 'Best fit' baseline. We use the transition documents from previous settings, observations during induction sessions, discussions with parents and other professionals, meetings, photographs, samples of children's work. We also carry out baseline assessment using PIPs.

### **Formative Assessment**

We collect ongoing information on a child's progress and achievements throughout the year e.g. to include a range of annotated evidence: - photographs, post it notes, observation sheets, discussion notes, samples of child's work.

### **Summative Assessment**

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

### **Reporting to Parents**

At the end of the reception year, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.

Informal exchanges and information sharing takes place at the end or the beginning of the day. Parents are invited to two evenings during the year to discuss how their child is progressing. Parents receive a written report at the end of the school year.

## **Induction/Parental Engagement & Involvement**

An induction meeting for parents is held during the term prior to the child starting school. Information about the EYFS curriculum is shared at this meeting. A phonics/reading approaches workshop is held in the first term the child starts school. Parents are invited to make comments about their child's achievements by sending in a WOW slip which is included in the information folder kept about each child.

## **Transition Procedures**

### **Points of transition:**

#### Reception to Y1

A transition meeting takes place between the reception class teacher and the Year 1 teacher prior to the children moving into the Year 1 class. The details of the EYFS profile are shared with the Year 1 class teacher. ( see transition policy)

Reviewing the Early Years policy.  
The policy will be reviewed in 2015

EYFS leader	EYFS Governor	Head
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