

# EYFS Policy

2019



9/1/2019  
Exford C of E First School  
Carys Barnett

## **Exford C of E First School Early Years Policy**

### **Philosophy of the EYFS Class**

A child's initial impression of school has a lasting effect on the way he or she progresses through the EYFS . One of the objectives of the EYFS ,is to create an ethos where each child feels happy, safe and secure. In addition, an environment is created for pupils to develop, at an early age, self-confidence, independence, enthusiasm for learning and an appreciation of what can be achieved through hard work. Play activities form an important aspect of learning.

### **Aims**

To make the transition from home to Little Berries/ Skylark Class smooth and trouble free

To provide a stimulating and structured curriculum which recognises pupils' ability to learn through play and practical application, stretching their concentration and developing their skills

To underpin future learning by supporting, fostering, promoting and developing pupils':

- Personal, social and emotional well-being
- Positive attitudes and dispositions towards their learning
- Attention to skills and persistence
- Reading and Writing skills
- Mathematical skills
- Knowledge and understanding of the world
- Physical development
- Expressive arts.

### **Objectives**

At the end of the EYFS class, we would hope that each pupil will:

- have settled into pre-school/ school life
- feel happy and relaxed working and playing with his or her peers and teachers
- have begun to read, write and understand numbers and the concepts of addition and subtraction
- be developing an enquiring mind and learning from the world around them
- be working through the seven areas of learning in the curriculum for the foundation stage and preparing for learning in Key Stage One.

### **The Curriculum**

The EYFS within Exford C of E First School, follows the Early Years Foundation Stage Curriculum. Every pupil is introduced to a curriculum that is rich and varied, challenging and inspiring. The successful progress of the pupils in Little Berries and Skylark Class is achieved through a combination of adult-directed and child-initiated activities. The activities and work are carefully planned and differentiated to cater for pupils with differing needs, using the seven areas of learning in the Foundation Stage, and preparing the pupils for School and Key Stage 1. These Early Learning Goals establish the expectations for the majority of pupils. A variety of approaches to teaching and learning are used to ensure that the pupils are reaching/working towards expected outcomes, ready for Key Stage 1.

The seven areas of learning, in the curriculum for the foundation stage, are split up as follows:

### **The Prime Areas:**

#### **1. Communication and Language**

Listening and attention  
Understanding  
Speaking

#### **2. Physical Development**

Moving and handling  
Health and self-care

#### **3. Personal, Social and Emotional Development**

Self-confidence and self-awareness  
Managing feelings and behaviour  
Making relationships

### **The Specific Areas:**

#### **4. Literacy**

Reading  
Writing

#### **5. Mathematics**

Numbers  
Shape, space and measure

#### **6. Understanding of the world**

People and communities  
The world  
Technology

#### **7. Expressive Arts**

Exploring and using media and materials  
Being imaginative through design and technology, art, music, dance, role-play and stories.

By the end of the first year at Exford C of E First School, some pupils will have exceeded the goals set in the Foundation Stage, whilst others will continue to work towards some, or all, of the goals. In Year 1, work is differentiated and pitched at the level attained in Reception. Learning in Year 1 consequently builds upon the pupils' previous experience and knowledge.

### **Staff:**

#### **Headteacher and Class Teacher : Mrs C Barnett**

Senior Teacher and Class Teacher: Mrs Stenner  
Class Teaching Assistant: Mrs De Wynter-Smith and Mr Weston

### **Transition into the Reception Class:**

In the term prior to starting school, the Summer Term, prospective pupils for Skylark Class, are invited to spend four mornings or afternoons in school. This provides the opportunity for the pupils to be introduced to the EYFS environment and to meet the teachers and their peers. On two of these days, the pupils in the whole school have

a 'move-up day' designed to introduce the pupils to the classroom environment and their teachers for the following academic year. The other two mornings will have a theme and this will be sent to parents as part of the welcome pack sent out in May/June when your child's place at the school is confirmed. We also offer a further two mornings, our '*Stay and Play*' days, where parents are also invited into the classroom to experience a range of activities and the classroom routine.

A high proportion of children have attended part or full time nursery/playgroup education and they have already experienced separation from home and interaction with adults and peers. Additional support is always given to those children who have not had any previous school experience.

### **Initial Days**

With only one in-take for each academic year, in September, some of the children who join the EYFS class are very young (celebrating their fourth birthday just prior to starting school).

At the beginning of the term, and especially on the first morning, great emphasis is placed on settling the children into the school routine. Safety and security are the main aims. The pupils visit the cloakroom to use the toilet and wash their hands independently.

The development of each pupil's social, emotional and physical skills are revealed during daily routines.

Activities are designed to encourage the pupils to:

1. Work and play together
2. Listen attentively to adults and their peers
3. Obey simple instructions
4. Line up and walk safely to other areas of the school
5. Communicate effectively

The activities listed above form part of the 'Class Routines' which are introduced to the pupils at the beginning of the term and are reinforced throughout the year.

### **Monitoring Progress and Assessment in the Reception class**

Assessment starts when the pupil starts school in September. During the first 4/5 weeks of the Autumn term the class teacher and TA will spend time observing your child in the main EYFS areas of learning. This allows teaching staff an opportunity to gather information about the pupil, their abilities, learning difficulties and what steps need to be taken to ensure that every pupil will have the opportunity to achieve their potential goals. This information is used in conjunction with the on-entry data we receive from your child's pre-school and is gathered in a relaxed atmosphere, using tabletop games, observations and through general conversation.

Throughout the year, teachers assess the pupils' learning through examples of their work, observations and questioning and record this against the learning goals; stepping stones that form part of the Foundation Stage Profile. This in turn allows teachers to support and expand on the pupils' learning and informs curriculum development. The Foundation Stage Profile provides a rounded picture of the pupils' progress and development in relation to the Early Learning Goals at the end of the year.

### **Assessment through Tapestry**

Throughout the year in EYFS, the children are assessed on a weekly basis, using Tapestry. This is an online programme which allows the children to be assessed against the seven areas of learning. By using Tapestry, the teacher is able to publish the assessments directly to the parents, keeping them updated on a weekly basis of their child's progress.

### **Parents Evenings/Information Evenings/Reports**

During the summer parents are invited to a presentation evening where the school routine and an outline of the curriculum for the Reception class are explained. Parents also have an opportunity to discuss any queries or problems with the teacher and assistant, after the individual class teacher has explained a brief outline of their pupils' academic year.

Prior to Autumn half-term, parents are invited to come and talk to the teacher to discuss their child's transition into the school environment and the class teacher will also present a 'How to help your child read' presentation.

In the Autumn term, a formal consultation is held between teacher and parents to discuss the pupil's progress to date, areas for development, concerns and the general well-being of the pupil. Half-termly reports are given culminating in a written report in the summer term. These highlight areas of the curriculum that have been addressed and the progress and developments made by the individual pupil.

Parents are encouraged to liaise on a constant basis with teaching staff and address areas of concern before a problem arises. Equally, teachers will bring to parents' attention any concerns or highlight positive behaviour and examples of good work they feel an individual pupil may have shown.

### **Displays of work within the EYFS area**

The display of work plays a vital part in EYFS. It acts as both a stimulus and a learning support for the pupils. Colour, boldness and dimension within a classroom are very important areas of pupil growth and development. The displays seen around EYFS are a combination of the pupils' work and teacher input. Information displayed is linked to the term's theme and acts as a starting point or stimulus for discussion and investigations. It is important that the pupils realise the importance and value we give their individual work and by using it as part of the overall display, the pupil can appreciate not only their own work, but also that of their peers.

### **Classroom facilities**

The Reception class consists of:

**Maths Zone,**

**Writing Zone**

**Phonics Zone**

**Role Play Zone**

**Reading Zone**

**Free flow outside Zone**

**Creative Zone**

### **Review**

**This policy will be reviewed every two years.**

Date of this policy: September 2019

Date for review: September 2020

