



Scholes (Holmfirth) Junior and Infant School

EYFS Policy

Approved by:	Date Approved:	Due for review no later than:
Headteacher	January 2021	January 2023

1. Rationale

1.1 The Early Years Foundation Stage (EYFS) extends from birth to the end of the reception year. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

1.2 The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments (with teaching and support from adults)
- Learning and Development

1.3 The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

(DfE Statutory Framework for the EYFS, 2020, p.5)

1.4 Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. In order for this to continue, the early-years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

1.5 The whole-school Safeguarding Policy is used in the EYFS. Staff attend training every three years and are updated on changes and new initiatives in line with the rest of the school.

1.6 The whole-school Behaviour and Exclusion Policy is used in the EYFS. However, it is used in an age/developmentally-appropriate manner.

2. Aims and Objectives of the Early Years Foundation Stage

The overarching aim of the EYFS at Scholes Junior and Infant School is to help young children achieve in line with school values (KIND):

- Kindness
- Independence
- Nurturing
- Determination

This will be achieved by a principled approach to:

- Setting standards;
- Promoting equality of opportunity;
- Creating a framework for partnership working;
- Improving quality and consistency;
- Laying a secure foundation for future learning and development.

3.0 Broad Guidelines

3.1 The practices set down in this policy are underpinned by

- the partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have knowledge of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that gives children the opportunity to achieve the Early Learning Goals by the end of the Early Years Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working in the Early Years Foundation Stage.

3.2 Play in the Early Years Foundation Stage

It is the policy of Scholes J & I School that children will have the opportunity to learn through play. Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control their behaviour, and begin to understand the need for rules. They have the opportunity to think creatively both independently and alongside other children. They communicate with others as they investigate and solve problems and have the opportunity to express fears, or re-live anxious experiences, in controlled and safe situations. As children grow older and move further into their reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning

3.3 Inclusion in the Early Years Foundation Stage

We believe that all our children matter. We give our children every opportunity to achieve their best by taking account of the children's range of life experiences when planning for their learning.

In order for them to achieve the Early Learning Goals we set realistic and challenging expectations matched to the individual needs of our children.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to develop the characteristics of effective learning;
 - offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- providing challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing support from other agencies as necessary.

3.4 The Early Years Foundation Stage Curriculum

Our curriculum for the EYFS reflects the levels of development identified in Development Matters and the corresponding Early Learning Goals.

Our children's learning experiences, teaching and adult support enable them to develop competency and skill across the following areas of learning:

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Objectives to be covered are planned half termly. Details of activities planned to help children meet these objectives are planned on a weekly basis to best fit with the children's interests and needs at that time.

When planning and guiding what children learn we always consider the three Characteristics of Effective Teaching and Learning:

- **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

3.5 Assessment

The EYFS Profile must be completed for every child in the final term of the year in which they reach age five. The Profile provides parents and carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform 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 must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

The EYFS Profile covers each of the seven areas of learning in the EYFS. Ongoing assessment, or formative assessment, is an integral part of the learning and development process. It plays an important part in helping us to recognise children's progress, understand their needs, and to plan activities and support.

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes many forms:

- Planned and spontaneous observations that capture holistic and significant moments
- Photographs, video and audio
- Adult led activities
- Interactions and 'day-to-day' observations
- Contributions from parents and carers
- Contributions from other agencies
- Pieces of work
- The children's voice

When making assessments, we follow guidance from the DfE Statutory Framework for the EYFS 2020, (p.18)

'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.'

On-Entry Assessment:

During the first few weeks of the reception year the teacher assesses the ability of each child by using moderated records from preschool settings and observations made in the classroom. This allows us to identify trends and patterns of attainment within the cohort, which informs the future teaching programme for individuals and groups of children. We share the assessment information at our parental consultation meetings.

Ongoing formative Assessment:

The teacher completes an assessment at the end of each term. Children's dispositions and attitudes are also assessed and their skills noted against the 'Characteristics of Effective Learning' and this information is shared with parents at parent's evenings and the Year 1 teacher at the end of the year.

Summative Assessment:

Judgments against the EYFS Profile are sent to the LEA for analysis in June at the end of the reception year when children will be judged as working towards (emerging) or working within (expected) the Early Learning Goals. Judgments will also be made regarding the children's characteristics of effective learning. This information will also be shared with the Year 1 teacher to help inform future planning.

The EYFS Profile Evidence Portfolio is shared with parents as part of a report on a child's progress at parent's evenings and is issued to them once children leave Key Stage 1. Samples of work are kept at school for monitoring purposes.

At the end of reception year, parents receive an annual report on each child's progress in each area of learning and characteristics of effective learning. It highlights the child's strengths and development needs, and gives details of the child's general progress.

3.6 The role of parents

We believe that all parents have an important role to play in the education of their child and work hard to work in partnership with them by:

- talking to parents about their child before their child starts in our school;
- offering appointments to see the Reception Class Teacher during the first two weeks of school for children who are finding settling in difficult
- providing opportunities for the children to spend time with their teacher before starting school. They are usually invited to one morning session per week for two weeks in the June prior to starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. regular communication with home through class dojo
- encouraging parents to contribute to their child's profile by recording comments/bringing evidence of achievement from home.

There are formal meetings for parents in the Autumn and Spring terms when the child's progress is discussed in private with the teacher. However, parents are encouraged to discuss any ongoing concerns with the class teacher as and when they arise.

3.7 Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the local community and the wider world. In order to encourage independent learning children are encouraged to self-select from the activities on offer whilst taking responsibility for any resources used.

3.8 Monitoring and review

The Early Years Coordinator will review this policy every two years. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.