



Policy Document

Sedley's C of E Primary School

EYFS Policy

July 2024

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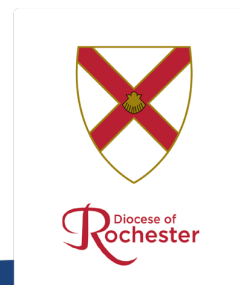
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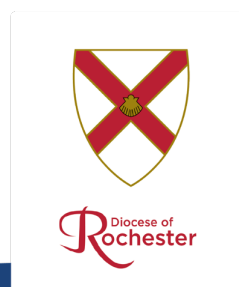
1 Year





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Our core Christian values of Caring and Sharing, Love, Honesty and Forgiveness allow the pupils at Sedley's Church of England Primary School to develop not only academically but also morally, physically and spiritually.

Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. ('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2017).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school all children join us on a phased introduction at the beginning of the school year in which they are five.

The EYFS is based upon four principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **children develop and learn in different ways and at different rates.**

In the EYFS we have **realistic and challenging expectations** and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment.
- using a wide range of teaching strategies based on children's learning needs.
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which each child's contribution is valued.



- monitoring children's progress and taking action to provide support as necessary.

It is vital that all children in the school are safe. We provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Building relationships: Parents as Partners

The school values strong working relationships with our parents and this starts from the term before their child starts school with new parents' invited to meetings and play dates with their children. Throughout the year, opportunities are offered for parents and carers to be welcomed into their child's classrooms in a series of drop in sessions. Parent/Teacher meetings take place in October/November and March and every child will receive an annual written report in July.

When parents and practitioners work together, the results have a positive impact on the child's development and learning, and we therefore seek to develop effective partnership with parents. Key factors in this partnership are:

- showing respect and understanding for the role of the parent in their child's education;
- listening to parents' accounts of their child's development and any concerns they have;
- having flexible settling in arrangements to give time for children to become secure and for parents to discuss their child's circumstances, interests, skills and needs;
- to make all parents feel welcome and valued;
- keeping parents fully informed about the curriculum and their child's progress and achievements.
- enabling relevant learning and play activities to be continued at home, and similarly that experiences at home are used to develop learning in school.



Enabling Environments

At Sedley's Church of England Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child-initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

Observation, Assessment and Planning

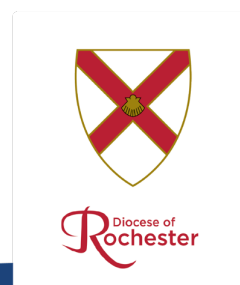
Planning within the EYFS starts with the Long-Term Plan detailing the topics to be covered throughout the year.

A weekly focus is based on the learning objectives linked to the EY curriculum. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning, undertaken by teachers and teaching assistants and are recorded in a variety of forms in the children's individual learning journeys and on Arbor.

Topics include

- Celebrations
- Growing
- Traditional Tales
- People who help us
- Marvellous Me



- My wonderful world

These are fluid and reviewed regularly in order to allow for incorporating the interests of the children.

Learning and Development

At Sedley's Church of England Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

PRIME AREAS

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

SPECIFIC AREAS

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



These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

The EYFS class have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

Daily routine:

Entry to school is in September. An induction programme is in place, which allows children, parents and teachers every opportunity to meet, thus ensuring a smooth start to school life. During this time, information will be gathered about the children, from pre-schools, parents and through informal observations, to allow appropriate learning opportunities to be planned based on children's prior knowledge and experience. School for the first time brings with it new routines, social situations and experiences which can be very exhausting, therefore initially children attend mornings only, then progress to stay to lunch and then the whole day. Flexible arrangements will be reviewed for identified children with additional needs.

All children in the Reception classes will receive a piece of fruit during the morning; this is part of the Free Fruit for Schools Scheme. Children under five years old are also entitled to free milk.

Collective worship takes place daily at the school. Initially for the reception classes, this is based in the classroom. This then progress into the hall with the rest of the school during the year. Reception class says a short prayer at lunchtime and at the end of the school day.

A typical day in reception will include adult directed time for phonics, literacy and mathematics lessons and at least an hour of child initiated learning every morning and afternoon. This is



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carried out using the plan, do, and review method where adults support a child's learning by providing resources and interaction to extend the child's learning.

Assessment

Assessment information from the child's Nursery/Preschool setting is transferred to school at the end of the summer term in preparation for a record of each child's work and observations. Observations are key to assessment in the Foundation Stage and are used to inform future planning and as evidence to support judgments made in the Foundation Stage Profile. Initial assessments and observations, completed by your child's teacher, in the first month allows a baseline to be establish. Each child's progress is tracked each term inline with the schools Assessment Policy. All children have a learning journey book, which includes each child's work, assessments and observations. Together these support future planning and evidence to support judgements in the Early Learning Goal final assessment at the end of their Reception year.

