

Early Years Foundation Stage (EYFS) Policy for Tranmere Park Primary School

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Ethos

Every child deserves the best possible start in life and the support that enables them to fulfil 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 learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The early-years education we offer our children is based on the following principles:

- Quality and consistency, 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.

We also meet requirements (set out in the EYFS) for the learning and development of children, and for their safeguarding and promoting their welfare. These cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children;
- The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)
- The safeguarding and welfare requirements that we as a provider must take to keep children safe and promote their welfare (set out in the EYFS).

In addition to the above, are four guiding principles which shape our practice at school. These are:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers;
- Importance of learning and development. Children develop and learn at different rates. The EYFS covers the education and care of all children, including children with special educational needs and disabilities (SEND).

What we teach

Our curriculum offers a stimulating, broad and balanced experience for the children, which is adapted to ensure children become independent learners whilst learning through a variety of opportunities for them to develop an understanding of the world around them. Our planning is based on children's starting points, and is progressive and ambitious. We build our planning around the seven areas of learning mapped out in the 'Early Years Foundation Stage Profile' and 'Development Matters' (non-statutory) supporting document - and is linked to topics based around the children's own ideas/interests. We have six 'umbrella' themes each year and our learning comes from and through those. We ensure that children develop and reflect upon a broad range of skills, knowledge and attitudes that children need as foundations for good future progress.

There are seven areas of learning and development, all of which are inter-connected:

- Communication and language (Prime area)
- Physical development (Prime area)
- Personal, social and emotional development (Prime area)
- Literacy (Specific area)
- Mathematics (Specific area)
- Understanding the world (Specific area)
- Expressive arts and design (Specific area)

The promotion of / activities to enhance each of the above are outlined on our long term plans. You can also see the process of helping the children achieve each of the Early Learning Goals. In planning and guiding what children learn, we also regularly reflect on the different rates at which children are developing and adjust our practice or the activities offered appropriately. Three characteristics of effective teaching and learning are:

- **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

How we teach in EYFS

Carefully planned long, medium and short term planning supports the children's learning through appropriate and accessible space, facilities and equipment (both indoors and outdoors) which enable all children the opportunity to achieve the Early Learning Goals by the end of the EYFS. Medium-term planning is completed half termly, and identifies the intended learning outcomes, but are adaptable dependent upon starting points and next steps of the children. Our children's learning experiences enable them to develop competency and skills across a number of learning areas through a balance of adult-led and child-initiated activities. In order to smooth the transition into KS1, our children have experience of a daily structured phonics/reading lesson and four times weekly mathematics and two times weekly literacy lessons throughout the reception year.

We fully recognise the importance of a play based curriculum. 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 themselves and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations. Provision areas, both indoor and out, are regularly updated and changed to match the current theme being taught or to reflect on the child initiated ideas. They are also adapted depending on how the children play in each area. We also have long term plans for equipment and resources in each key area (e.g. water, sand etc.) that help to ensure that the children develop their skills over time (e.g. larger scale measuring equipment at the start of the year, progressing to smaller items at the end).

We firmly believe that good practice includes a partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement; through a range of approaches that provide first-hand experiences, which give clear explanations, make appropriate interventions to develop the children's play, talk or other means of communication. We create strong links with parents/carers from the start, involve them in their child's learning journey and give regular feedback (both written and verbal) throughout the year. We also have several opportunities for parents/carers to come into school and be with their children (e.g. workshops, assemblies, nativities, PTA events etc.).

How we assess in EYFS

All practitioners make contributions to children's development and assessment. Practitioners record observations which summarises pupils' progress towards the Early Learning Goals. Assessment covers each of the seventeen strands of learning contained in the Statutory Framework for the EYFS with support from the 'Development Matters' guidance. We make regular assessments of children's learning, and we use this information to ensure that future planning and provision areas reflect identified needs and also inform interventions taking place. In conjunction with this, we report half termly on the 'Characteristics of Effective Learning' which are logged in individual learning journeys along with the children's work and observations.

This enables staff to create a clear picture of how each child is progressing, whilst building an overall report for parents and Key Stage 1 teachers at the end of the year.

At the onset of the year, the statutory Reception Baseline Assessment (RBA) is conducted with each child and results used to inform our baseline assessment and inform parents of starting points. Alongside this, we also run our own baseline, taking all strands of learning into consideration (not just Literacy and Mathematics covered in the RBA). These baselines help practitioners to form targets for the children and also create next steps for the children.

Throughout the year, children are assessed against the supporting ‘Development Matters’ guidance and this is shared with all staff. From this it is clear to see where more input is needed to support children with their learning and both provision, planning and interventions are adapted because of these results.

Resources

Resources are stored centrally in labelled cupboards in the EYFS unit. These are regularly monitored and reviewed in line with topics. Safety audits take place regularly to ensure all resources are fit for purpose and all staff have a responsibility for removing any resources that pose a risk to children / adults in the unit.

Health & Safety

The school follows the guidelines outlined in the Health and Safety Policy. Regular checks are made of equipment both indoors and out. Regular learning walks are implemented by the Senior Leadership Team to ensure safety is paramount.

Risk assessments of indoor provision, outdoor provision and home visits have been undertaken and also signed by staff to show that they are aware of potential hazard and risks and how to avoid them.

Use of photography – Linked to photographic code of practice policy

At the time of admission, the school will obtain consent with regard to a child’s photograph being used for school and curriculum purposes. Please see the consent form.

Images taken throughout the school day should be stored on the school system. These photographs are stored securely and can only be accessed by relevant individuals. Print outs of images (e.g. for use in learning journeys) should also be afforded adequate security. Images that have reached the end of their useful life should be securely disposed of.

At Tranmere Park Primary School, the capturing of images by parents is permitted. As a result cameras and video footage may be taken. Parents should however be informed that these images are for personal use only and should not be published on social networking sites or messaging services.

The Data Protection Act cannot govern use of images captured in public places. For example, if a school party are attending a museum and images of some of the party are captured in incidental shots taken by other visitors, this is unavoidable.

Please refer to these additional policies to supplement this one: Equal Opportunities, SEN, EAL, Admissions, Child Protection, Behaviour, Dressing and Changing and Gifted and Talented.