



**Our school Christian Values: Respect, Self-worth/Perseverance, Love, Kindness, Forgiveness**

# Early Years Foundation Stage (EYFS) Policy

The new EYFS curriculum was introduced by the government in September 2012.

'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 early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

(Early Years Foundation Stage Handbook 2015)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

## **Vision Statement**

Early Years is the first step a child takes on their educational journey. Here at Wittersham we want to offer children the best possible start we can on that journey. We believe that through positive early experiences we give children the aspiration and ambition to succeed throughout their school career and beyond. We are committed to giving children a safe and inclusive place where learning is nurtured and encouraged in a cheerful, caring and fun environment, making a happy place where good behaviour is expected and all children enjoy their educational journey.



## Our Aims

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.
- To promote positive behaviour and attitude towards learning.

This document contains information on how we intend to meet these aims.

## Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Wittersham CE Primary School, children join us in the September of the year in which they are five.

EYFS is a period of rapid growth and development. It is important in its own right, as well as in preparing children for later schooling. The early years education we offer children is based on four themes:

**The four themes of the Early Years Foundation Stage are:**

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
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 carers.	Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.



## **The Unique Child**

At Wittersham we recognise that every child is a unique and competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

## **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Wittersham are treated fairly regardless of race, religion, abilities or needs. All children and their families are valued within our school. At Wittersham we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

## **Welfare**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Wittersham we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2015. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.



## **Pupil Premium**

Pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In EYFS at Wittersham this funding is used across all areas of the curriculum to ensure that these children don't fall behind and to ensure that any gaps that exist are closed. We aim to ensure that through quality first teaching all children in our care are able to access the curriculum and make good levels of progress. Through our rigorous and continuous formative assessment we aim to address any gaps that appear straight away.

## **Positive Relationships**

At Wittersham we recognise that children learn to be strong independent individuals from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school;
- The children have the opportunity to spend time with their teacher before starting school during transfer sessions;
- Support children through the transition from Nursery to Reception.
- Holding a range of formal meeting throughout the year, these include; New parent meeting (prior to children starting with us), Parents evening held twice a year, Workshops to help parents understand how we teach their children and record evidence (these specifically relate to phonics/literacy, maths and profiling).
- Encouraging parents to talk to the child's teacher or key worker if there are any concerns.
- Parents are encouraged to contribute work/evidence and information to their child's profile.

## **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by discussions with, and observations of, the children. Each term we have an overall topic; these are chosen at the end of the previous year following discussions with parents and previous settings, both medium term and weekly planning is informed through discussions with the children, observations and feedback from the weekly adult focused tasks. Each week has a theme relating to a book which

comes under our overall topic heading. In addition to the continuous provision we provide for children, themed around our current topic we also deliver discrete small group lessons each week.

These mainly focus on Literacy and Mathematics but also cover all other areas of the EYFS curriculum. We aim to make these lessons as interactive and creative as possible to simulate



children's learning. When providing feedback on these lessons we follow the EYFS marking criteria which is in line with the whole school marking continuum. We record observation in children's individual profile and through their online learning journey, for which we use 2simple. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

## Learning and Development

In the statutory curriculum for EYFS there are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Inclusion manager in order to access Special Educational Needs support.

The statutory curriculum recognises that children learn different ways at different times and that it is important to offer children opportunities for all of these styles of learning. At Wittersham CE Primary School we place an emphasis on the Characteristics of Effective Learning as outlined in the EYFS statutory framework 2015:

- **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; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

When making observations we closely consider not only what the child is doing but how they are doing it.



## British Values

As a Church of England school we promote SCSM through our R.E. Curriculum and core Christian values of kindness, love, forgiveness, self-worth/perseverance and respect. We aim to promote and embed these in the children's daily lives. We follow an RE curriculum laid down by Canterbury Diocese and bring the schools Christian Values into every aspect of the children's daily lives.

We value and celebrate the diverse heritages of everybody within society. In addition we value and celebrate being part of Britain and part of the church community. In general terms, this means that we follow the church calendar celebrating traditions and customs throughout the year such as Harvest festival, the Nativity and Easter. In addition children, parents and staff have many opportunities for their voices to be heard; an obvious example of this for children is through school council, but child voice is also a key part of our approach to learning in EYFS. For example, staff will discuss a child's work with them, encouraging them to express their views about the work completed, what they have enjoyed/not enjoyed, done well/could improve. Children's views about aspects of themes to be covered are also considered. We encourage parents to contribute their thoughts on their child's progress through wow coins, parents evening, parent events etc. The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behavior choices. Children are taught that actions both positive and negative have consequences; positive actions are rewarded and praised through our positive behavior systems while negative actions incur sanctions such as time out. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely.

## Health and Safety

At Wittersham CE Primary School there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2015, at Wittersham we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer."
- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy).
- The head teacher is the named behaviour manager for the whole school with the Foundation stage leader as the lead behaviour manager for the Early Years.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.



- A fire and emergency evacuation procedure and policy
- Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

**Below are appendixes which relate to the following areas:**

- **Transition**
- **Assessment**
- **Marking**
- **Use of electronic recording equipment**

## **Transition**

At Wittersham CE Primary School we believe our role is to smooth the way between the child's home experiences, EYFS curriculum and the National Curriculum, ensuring that the curriculum we provide in KS1 reflects our understanding of the children as learners.

When considering transition of children we take note of the following stages of transition:

- Home to Nursery
- Nursery to Reception
- Reception to Year 1

### **From Nursery to Reception /Feeder settings**

The following opportunities are offered to children prior to starting at Wittersham:

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- Home visits are carried out for children completely new to the school
- Transition sessions take place giving children the opportunity to come to the setting in the term prior to starting.
- Children requiring extra support will have additional visits according to their specific need.
- Parents are encouraged to come and visit the school with their child prior to accepting a place.

### **From Reception Class to Key Stage 1**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observations and all relevant records held by the setting.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a



copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1. Reception and Year One teachers meet to discuss the class being handed over at this time all information relating to each individual child that might be thought relevant is shared with that child's new teacher.

When it is felt necessary Year One teachers will come into the setting to observe and interact with children to aid in their knowledge of either specific or groups of children and the ways in which they learn and interact with their learning environment.

## **Assessment**

As each child enters the Foundation stage we use our professional judgement and the Early Excellence Baseline Assessment tool to assess the current level of each individual child across the 17 EYFS areas of learning. This is carried out within the first term of the child starting in the setting. Expected standards for Foundation Stage at the start of the year are:

### **Reception**

30 -50 months (or lower) – working below Age Related Expectations on entry  
40 -60 months – emerging (Age Related Expectations on entry)  
40 -60 months+ – expected (Above Age Related Expectations on entry)

### **Formative assessment**

As the year progresses children are monitored on their development and progress in all areas of learning, showing their individual level and stage of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded in the following ways:

- Collecting and annotating significant pieces of children's work
- Wow coins and homework (provided by parents)
- Completing observations and assessments using I pads and cameras to add information to the 2simple online learning journeys each child has.

### **Assessment Cycle**

Although in EYFS assessment is ongoing we also carried out specific focused assessment activities at regular intervals throughout the year at these times we also collect and analyse summative assessment data.

**September** baseline assessments carried out (using Early Excellence Assessment system and the schools own in depth assessment methods).

**February** midpoint assessment

**June** final assessment collect (reception data submitted to the LEA)

The SLT analyses data each half term to identify gaps for the coming terms planning, they will feed this back to the class teachers and produce a report.



## Marking

Every week adults within the EYFS setting deliver discreet teaching sessions delivered to small groups of children and covering all aspects of the EYFS curriculum although an emphasis is placed on Physical Development, Literacy, Maths and PSED. These lessons are marked in line with the whole school marking continuum.

### Feedback sheets

Marking is contained on feedback sheets and is kept with the relevant piece of work where possible. Marking sheets are set out as follows:

<p><b>Focused activity:</b>          * Chn to come up with words to describe rainbow fish and copy them from whiteboard on to post its to stick onto giant rainbow fish picture.  <b>** Chn to attempt to copy/sound out some simple descriptive words for the Rainbow Fish</b>          *** Chn to work with adult to first extend their descriptive vocab and then write labels describing the Rainbow Fish.</p>		TL <b>SS</b> I	Adult: Miss T	Wk Bging: 22/06/15
<p><b>Steps to success:</b>  <b>Gives meaning to marks they make as they draw, write and paint. (LIT40-60W)</b>  <b>Begins to form recognisable letters. (PD40-60MH)</b>  <b>Holds pencil near point between first two fingers and thumb and uses it with good control. (PD30-50MH)</b>  <b>Can copy some letters, e.g. letters from their name. (PD30-50MH)</b>  <b>Builds up vocabulary that reflects the breadth of their experiences. (C&amp;L30-50S)</b></p>	<p>Learning Intention:          I can write labels and captions.  <b>TARGET: To hear and say some initial sounds</b>          TARGET: To write some letters/sounds in sequence.</p> <p>Adults comments:  <b>Billy was able to confidently describe the colour and look of the rainbow fish, although his vocabulary was limited e.g. bright, blue, soft, glitter. Using the collaged fish he was also able to describe the texture. Billy was able to help me sound out the words he used, demonstrating evidence of his current phonics knowledge. He was then able to copy the words that we had written together, forming recognisable letter shapes. The letters of his name were correctly formed. When writing Billy mostly held his pencil between thumb and fingers, although initially he had to be reminded to do this. Billy remained focused throughout the task and was keen to start writing.</b></p>			
<p>Scale of involvement:          1 2 3 <b>4</b> 5          Scale of well being:          1 2 3 <b>4</b> 5</p>	<p>Next Steps and Pupil Voice:  <b>To work on consistently using pencil grip independently.</b>  <b>"I liked doing my writing, I did good sounding out."</b></p>			

Learning objectives are set out in child speak with either Can I... questions or I can... statements. Steps to success relate directly to the Development Matters document (the EYFS statutory curriculum) teachers are to highlight the steps that a child has met in **GREEN**. If children have met their target this should also be highlighted in **GREEN**. Children's next steps are written in the appropriate box and the highlighted in **PINK**. Next steps from a previous session should be shared with children at the start of the next session when relevant as should targets and children are to be given guidance as to how they might achieve these within the session.

### Targets

Targets are set termly in the following areas: READING, WRITING, MATHEMATICS and PSED. An overall target is set for the class relating to development matters which is then differentiated into easy steps for children, targets are shared with children and they are able to move up or down within the steps depending on their progress.

### Child voice

Children's own reflection of their learning is considered an essential part of development at Ryecroft and we therefore encourage children to be reflective learners from the start of their school career. We encourage them to self-assess when they have finished a piece of work using a smiley face system and



to add to this by orally telling adults how they felt about their learning, this is then recorded in the Pupil Voice/Next Steps section of the feedback sheet.

## **Use of cameras/lpads**

Development of modern technology means that electronic devices can now be used to effectively record and track children's learning. Below is information on how staff will use these devices to record data on children in EYFS whilst keeping them safe. For further information on how we use digital information in a wider sense please see the whole school policy.

We will ensure;

- Only school electronic equipment (i.e. cameras) will be used to take photographs or video children. All parents will be asked to give parental consent to use photographs. Personal mobiles, cameras or video recorders cannot be used to record classroom activities.
- Overnight the devices kept safe and out of public view.
- Photographs and recordings can only be transferred to and stored on a school computer to be printed.