

CHELLINGTON CHURCH OF ENGLAND FEDERATION



Happiness Through Wisdom

“Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel.”

Proverbs 20:15

**Christopher Reeves VA Primary School/
St. Lawrence VA Primary School**

EYFS Policy

September 2021

Review Date: September 2023

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. Structure of the EYFS

At Christopher Reeves Church of England Primary School we have a single class of 4 -5 year old pupils (Reception Class), with an intake maximum of 15 pupils. All children start full-time in September, unless parents decide to exercise their right to delay starting school until the statutory requirement.

At St Lawrence Church of England Primary School we have a nursery class which admits children from the term after their third birthday. We offer 15 hour and 30 hour funded places and there are 16 places available in total. We also offer the option to pay for additional sessions should these be required.

At St Lawrence, we also have a single class of 4 -5 year old pupils (Reception Class), with an intake maximum of 30 pupils. All children that are Reception age start full-time in September, unless parents decide to exercise their right to delay starting school until the statutory requirement.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Religious Education is also taught in the reception class and follows the St. Alban's Diocesan guidelines.

5. Assessment

At Christopher Reeves and St Lawrence Primary Schools, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

At Christopher Reeves and St Lawrence Primary Schools, we use Tapestry for both gathering evidence of children's learning and development, and to inform staff judgements for the progress towards / achievement of the Early Learning Goals

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

In order to support a smooth transition to National Curriculum learning, staff also enter outline data onto the whole school assessment tool.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents / carers are kept up to date with their child's progress and development, through the parent access to their child's online Tapestry profile. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities, as well as giving parents / carers a role in gathering the evidence of their learning and progress.

At Christopher Reeves and St Lawrence Primary Schools, we also offer a range of family engagement activities such Family Challenges, Stay and Play sessions, a Family Phonics club, etc.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. The Key Person is usually the class teacher.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding policy. The school is committed to supporting all aspects of children's development and learning, and to keeping children safe. We have a culture of vigilance, not only within the school buildings and the school day, but within the wider school community.

8. Monitoring arrangements

This policy will be reviewed and approved every two of years.

At every review, the policy will be shared with the governing board.

Signed:

Chair of Governors

Date:

Date of next review: September 2023