

RADCLIFFE HALL CHURCH OF ENGLAND / METHODIST PRIMARY SCHOOL



Radcliffe Hall
CE/Methodist Primary School

EYFS POLICY



Love



Friendship



Compassion



Community




Trust



Forgiveness

Let all that you do be done in love.

Do all the good you can.....

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Headteacher: Headteacher	CCMAT Signature: 

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Radcliffe Hall CE Methodist Primary School, children join the nursery class in the year that they turn three. We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through “the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.” (Statutory Framework for the EYFS 2021). The EYFS is based upon four principles:

A Unique Child

At Radcliffe Hall Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

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

Enabling Environments

At Radcliffe Hall Primary School we aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. Our aim is facilitated through the following:

- The children have daily access to an indoor and outdoor environment that is organised through carefully planned continuous provision to facilitate the consolidation of skills both indoors and outdoors.
- Active learning is paramount and the learning environment is carefully planned to facilitate holistic learning across all areas of learning and the Characteristics of Effective Learning.
- A robust observation and assessment cycle informs planning, ensuring the environment is enhanced to provide challenge for all children to continue to make progress.
- Children have the opportunity to engage in purposeful reading, writing and mathematical opportunities across all areas of learning.
- To provide broad rich learning experiences practitioners plan educational visits into the local community.

Learning and Development

Teachers and teaching assistants implement the seven areas of learning (Prime & Specific) and Characteristics of Effective Learning across the daily routine.

The Seven areas of Learning:

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

- Mathematics
- Understanding of the World
- Expressive Art and Design

The Characteristics of Effective learning

- Playing and exploring
- Active learning
- Creating and thinking critically

To ensure the maximum amount of progress for the maximum number of children for the maximum amount of time, a robust observation and assessment cycle is in place. Ongoing observation is embedded in daily practice with a focus on practitioners recording 'significant' observations to impact on learning. Gathered information, recorded and anecdotal, is subsequently used to make accurate 'best-fit' assessment judgments against Early Year's Outcomes. Regular moderation ensures accuracy of data across EYFS and as children transition into Year 1. Analysis of data drives planning and indicates individual/groups of children for objective led planning strategies.

Across the daily routine, practitioners ensure children have a balance of child initiated and adult led activities. Activities are appropriately differentiated to ensure ongoing progress.

Inclusion/Special Educational Needs (SEN)

All children are treated as individuals and have equal access to all provisions available. They are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We 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;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills, and
- Monitoring children's progress and taking action to provide support as necessary.

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 & completed Statutory Framework Audit).

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.

Transition into EYFS from home/previous setting:

- Members of staff make visits to feeder settings with the primary purpose to gather available information on the child to support a smooth transition. The number of visits will depend on the child's needs and how much information gathering is required.
- Children have the opportunity to spend time with their teacher in class before starting school during transition and stay and play visits.
- Parents are invited to a welcome evening during the term before their child starts school to be introduced to their child's key person and gather key information on the EYFS curriculum and the school day.

Transition through EYFS and into Year 1

'A good early education is the foundation for later success.' (**Bold Beginnings 2017**)

- During the summer term of Reception a transition period is introduced. To ensure all children are prepared for the Autumn term of Year 1. Our School Ready programme enables the children to experience the routine and rigour of a year 1 classroom. Through a more formal morning sessions and increased expectations.
- Children have the opportunity to spend quality time with their new teacher in the classroom before the start of the new academic year.
- Teachers have a meeting to discuss each child in detail. Where they discuss attainment and progress data and how they can support a smooth transition.

Home/School Partnership

- Regular parent meetings – a formal meeting twice a year at which the teacher and the parent discuss the child's progress, with parents receiving a mid-year report card for their child.
- Annual school report – a summary of the child's progress over the year with targets of next steps in learning.
- A variety of activities throughout the year that encourage collaboration between child, school and parents: *stay and play sessions, school trips locally, celebration assemblies, services, school visits...*
- Organised workshops to support home learning, particular focus on basic skills of early reading and phonics.
- Weekly home learning opportunities eg library book, reading book, activities...
- Opportunity to celebrate home learning by completing "wow" moments through tapestry which inform planning and provision.

- Written contact through home school diary for nursery and targeted reception children as well as the acknowledgement that parents can ring school to contact key workers.

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

Role of the Adult

Through regular CPD all practitioners working within EYFS are aware of the crucial role of the adult to ensure all children make ongoing progress.

The main principles of the role of the adult in Early Years are:

- To understand and observe each child's development and learning, assess progress, plan for next steps
- Support children to develop a positive sense of their own identity and culture
- Identify any need for additional support
- Keep children safe
- Value and respect all children and families equally