



Abbots Ripton Church of England Primary School

# EARLY YEARS FOUNDATION STAGE POLICY

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*Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith.*

This policy sets out our aims and principles in delivering the best Early Years education we can in our EYFS class to support all of our children to learn for life and achieve their best.

## **Intent**

At Abbots Ripton CofE Primary School, we want our Reception children to learn knowledge and skills to support their journey through our school and their lives in order that they learn for life and achieve their best.

Using the new Early Years Framework 2021, we have planned an ambitious curriculum with a progressive sequence of knowledge and skills which supports learning in KS1 and then into KS2. We aim for the children to be confident in this knowledge and in these skills in all areas of the curriculum, with these stored in their long-term memory as they leave the Reception class.

Our curriculum is language rich, develops the characteristics of learning, independence and self-regulation, and covers the seven areas of the Early Years curriculum. We use specific schemes of learning for Phonics; Story Time Phonics, English in the Summer Term; The Write Stuff resources, Maths; White Rose Mastery Curriculum, RE; Emmanuel Project and Understanding Christianity, PE; Cambridgeshire Syllabus and the Cambridgeshire PSHE Personal Development Programme. Please see the curriculum overviews for further details of these schemes.

We also aim for the curriculum to be flexible and driven by the children's interests to ensure that they are engaged and excited by the learning within the Van Gogh classroom.

## **Implementation**

When children start in our EYFS class we give them time to settle in and make friends. During this time, we observe them, talk to them, listen to them and play with them. Our curriculum design has opportunities to take account of the children's interests, their likes and dislikes and their personalities.

Children are then involved in a balance of child-initiated and adult focused activities linked to the curriculum map and continuous provision. As the year progresses, more "formal" tasks are gradually introduced in preparation for the transition into Year 1. Much of the content and vocabulary taught in the Summer curriculum, supports this transition.

Children in the Reception also take part in a daily Phonics lesson. We follow Letters and Sounds, but deliver this using the Story Time Phonics Resource where the Phonic Fairy makes a daily appearance! We have a separate Phonics overview which covers this in more detail.

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective learning which are;

- Playing and Exploring
- Active Learning
- Creating and thinking critically

Our children learn:

- By doing!
- In whole class situations
- In small groups
- With 1:1 support
- Through first hand experiences
- By having visitors and going on trips
- Both inside and out the classroom including the Wild Wood
- By accessing resources independently
- Through engaging themes and stories

We endeavour to establish positive relationships both within the classroom and in the wider context of the school community.

We do this through:

- Visiting the children in their pre-school setting before starting school
- Talking to parents/carers about their child before their child starts in our school at information evenings and open sessions, including a "New Parents" evening prior to their child starting
- Pre-school children are invited to attend morning sessions in the Reception class prior to starting, as well as a lunch time session
- Offering all parents a home visit by the class teacher and teacher assistant before the start of term in September
- Encouraging parents to talk to their child's teacher if there are any concerns
- Using the online tool 'Tapestry' to inform parents of key events and progress in the classroom
- Offering parents regular opportunities to talk about their child's progress at parents' evenings
- Inviting parents to class meetings at the beginning of the school year to offer support with specific areas of the curriculum such as early reading and phonics
- Inviting parents in half termly to view Learning Journeys
- Sending parents a written end of year report
- Arranging a range of social and fund-raising activities through "STARS" to encourage collaboration between school, children and their parents including a welcome picnic
- Regular newsletters and Curriculum Maps which inform and suggest ways that parents can support children's learning at home
- Providing children with a Reading Diary in which parents can record any comments
- Offering support from our SENDCO if needed
- Offering parents opportunities to come into school and to join their children for in class experiences such as Maths Mornings, Exciting Writing Mornings and Christmas Decorating Morning

Our Reception class is supported by one class teacher and teaching assistants who support learning, depending on the size of the class group. All staff involved in teaching, aim to develop good relationships with all children, interacting positively with them and taking time to play with and listen to them. They observe children sensitively and respond appropriately to encourage and extend curiosity and learning. By observing and listening, practitioners discover what children like to do and can plan next steps appropriately.

At Abbots Ripton we recognise that the environment plays a key role in supporting and extending children's development and learning. This is interactive and adaptable to support the changing needs and interests of the children.

Safety is a priority in our setting and staff carry out regular risk assessments. The children have their own risk assessment too, which is carried out each time the outdoor area is used.

Our Reception classroom is organised to allow children to explore and learn securely and safely, to support their wellbeing and to give opportunities to self-regulate. There are areas where the children can be active, quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The class has its own enclosed outdoor area. Children have free flow access to outside play activities to do things in different ways and on different scales. It offers children opportunities to explore, use their senses and be physically active and exuberant. Our indoor and outdoor environments are equally valued.

### **Impact**

All our staff are involved in observing children to assess their interests, development and learning, before planning challenging but achievable activities and experiences to extend children's learning. All assessments of children are based on observations of them across all seven areas of learning and in a variety of situations. Children are continually observed and this helps adults develop knowledge of their progress and interests. A baseline assessment is completed two weeks after entry into school, in line with statutory baseline requirements. Each child is then assessed at the end of each half term against the reception curriculum. This information is reported to parents through meetings and the end of year report.

Although the necessity to record detailed observations and achievements has been removed, some observations are recorded and these are uploaded to Tapestry (an online learning record) so that parents are aware of their child's progress.

At the end of the school year, children are assessed against the Early Learning Goals. The outcome of this is reported to parents, along with detail about characteristics of learning in the end of year report.

### **Safeguarding and Welfare**

*'Children learn best when they are healthy and safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.'* (Statutory Framework for EYFS 2021)

At Abbots Ripton we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for EYFS 2021, and aim to:

- Provide a setting that is welcoming, safe, stimulating and where children can grow in confidence
- Promote good health
- Manage behaviour correctly in a manner appropriate for the children's age and stage of development
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended
- Maintain records, policies and procedures required for the safe and efficient management of the setting

The whole school Safeguarding and Child Protection Policy applies to our Early Years class too and the school Designated Safeguarding Lead takes a lead within the Early Years class too.

### **Monitoring and Review**

It is the responsibility of those working in EYFS to follow the principles stated in this policy. The Head teacher and EYFS co- coordinator will carry out monitoring as part of the whole school monitoring schedule. The Governing Body will also be a part of this process particularly the named EYFS Governor who is appointed each year.