

THE ROCHE SCHOOL

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Reviewed by:
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September 2017

Next Revision Date:
September 2019

The Roche School

Introduction

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.

Department for Children, Schools and Families 2012

The Early Years Foundation Stage (EYFS) is the statutory framework published in 2012 by the Department for Education that sets out the standards for the development, learning and care of children from birth to the end of the reception year. At The Roche School, children are admitted to reception in the September following their fourth birthday.

Aims and Objectives

At The Roche School we aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At The Roche School, we will:

- Provide a happy, safe, stimulating and challenging EYFS curriculum;
- Provide a broad, balanced, relevant and creative EYFS curriculum that will set in place firm foundations for continued learning and development in Key Stage 1 and beyond;
- Encourage independence and self-confidence;
- Value and celebrate every child's progress and achievements;
- Assess each child's individual needs and help each child to progress;
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children;
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

Early Years Foundation Stage – Learning & Development

The EYFS is divided into three prime areas of learning:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

In addition, there are four specific areas of learning:

1. Literacy
2. Mathematics

The Roche School

3. Understanding the World
4. Expressive Arts and Design

We ensure that our learning environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

1. Playing and Exploring
2. Active Learning
3. Creating & Thinking Critically

Planning

Excellent planning is the key to making children's learning effective, challenging and progressive. The Early Learning Goals and National Curriculum levels provide the basis for planning throughout the reception year. The planning is based upon themes with discrete phonics, maths and reading directed teaching. Our Medium Term planning identifies the intended learning and is based upon a different topic every half term.

Observations & Assessments

We make regular assessments of each child's learning and use this information to ensure that future planning reflects individual needs. During the reception year, teachers make formal and informal observations of children's learning through planned assessments and informal observations. Formal and informal observations are recorded in a Learning Journey which is held in the classroom and shared with parents at each parental consultation meeting and throughout the term.

During the first term in reception, the teacher assesses the ability of each child using a baseline assessment. These assessments allow us to track attainment within each class, in order to adjust the teaching programme for individual children and groups of children. We make regular assessments throughout the year, recording each child's learning in a Learning Journey using the EYFS. The collection of assessment data is a statutory requirement and tracking grids are updated at the end of each term; this provides a summary sheet for every child which feeds into the whole-school assessment and tracking progress.

At the end of the final term in the reception year, each child's level of development in the prime and specific areas of learning is assessed against the Early Learning Goals as set out in the EYFS and recorded as either 'Emerging, Expected or Exceeding'. These assessments are sent to the Local Authority for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information at parental consultation meetings and in the end of year report.

The Learning Environment

Children have access to both inside and outside areas of learning across the day; this has a positive effect on the children's development. Learning outside of the classroom offers opportunities for doing things in different ways and in different scales than when indoors. We encourage children to explore, use their senses and be physically active and exuberant. All areas of the classroom can be explored outside.

Starting School & Moving to Year One

We work hard to ensure that every child has a positive and happy start to school. During the Summer Term prior to starting at The Roche School, the new class teacher will visit each child in their current nursery setting. Each child is then invited to spend a moving up day at The Roche School in order to familiarise themselves with both the staff and the school environment. In September, parents and carers are invited to attend a

The Roche School

'Curriculum Evening' at the school and will have the chance to raise any outstanding queries they may have relating to their child's reception year.

Throughout the reception year, each child's involvement in whole school life will be built upon; many of the teaching and support staff will already be familiar people to them by the end of the year. Children have the opportunity to meet their new year 1 class teacher and spend a morning in their new class during the Summer Term.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely together. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers in the following ways:

- We operate an 'open door policy' that allows parents and carers to discuss concerns and developments in an informal manner. Conversely, if reception teachers have concerns about the progress of a child they will immediately approach parents and carers to discuss them.
- Each child has a message book for parents and carers to communicate with the class teacher.
- Parents and carers are provided with a weekly summary of topics covered to encourage consolidation and revision at home.
- We hold parents/carers meetings in the Autumn and Summer Term as well as provide a written report in the Autumn and Summer Term.
- We conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with children's learning by assisting with reading.

Safeguarding & Welfare

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.

Statutory Framework for the Early Years Foundation Stage 2014

We are committed to providing a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence. We take all necessary steps to keep children safe and well and comply with the welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2014:

- Promote good health;
- Manage behavior effectively in a manner appropriate for the children's stage of development and individual needs;
- Ensure that all adults who look after the children, or have unsupervised access to them are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;

The Roche School

- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

We are committed to keeping children safe. We aim to educate children on boundaries, rules and limits to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognize and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See The Roche School Safeguarding and Child Protection Policy)

Monitoring & Review

It is the responsibility of those working in reception to follow the principles stated in this policy. The Head teacher and EYFS coordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule. This policy will be reviewed in September 2019 or as necessary.

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September 2017