

Stanton-in-Peak CE Primary School

EYFS Policy

May – 2020

Intent

At Stanton-in-Peak we believe that all children should have the opportunity to experience the very best possible start to their education. We are committed to providing a high quality early years' education which gives children a secure and confident start to their school life and nurtures a lifelong love of learning.

'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.'

In the EYFS at Stanton-in-Peak we aim to:

- Create a happy, caring, secure and stimulating environment for all children
- Encourage confidence, independence and a desire to learn
- Focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs
- Work in partnership with parents and carers
- Develop in children an enquiring mind, an interest in learning and an enthusiasm for the next stage of school life
- Provide good foundations for later learning
- Encourage good social relationships, developing self-esteem and respect for others.

At Stanton-in-Peak 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 circle times and rewards to encourage children to develop a positive attitude to learning.

Transition

Transition from nursery and pre-school settings is incredibly important. At Stanton-in-Peak we:

- Maintain good links with local pre-school settings
- Visit the children at their settings and talk with members of staff who know the children well

- Invite new starters to 3 transition days of increasing length including at least one lunch time
- Invite parents/families of new starters into our school for a transition meeting in order to provide them with all necessary and important information as well as answering questions
- Include an 'all about me' booklet in our induction pack so we can get to know our new starters as much as possible before they begin school

Implementation

- Children follow the EYFS curriculum with prime and specific areas of learning. These are as follows:

Communication and Language
Physical Development
Personal and Social
Literacy
Mathematics
Understanding of the World
Expressive Arts and Design

In order for children to achieve these goals we:

- Plan and deliver age appropriate activities for class, groups and individuals.
- Use a wide range of strategies in order to inspire and motivate children, based on each child's needs.
- Plan challenging activities for children who exceed the ELGs and support activities where ELG are at risk of now being met.
- Provide our children with access to outdoor provisions throughout the day, providing a variety of learning environments.
- Strike a balance between adult led and child initiated activities. Adults help to extend learning through questioning.
- Provide activities that promote the welfare and good health of each child.
- Manage behavior appropriately according to each child's needs and in line with the school behavior policy
- Promote positive relationships with adults and peers.

Outdoor Learning

As a school we strongly believe that the outdoors can enrich learning by providing experiences that promote personal growth, resilience, problem solving and the ability acquire knowledge and understanding about the life processes and the world around them.

Outdoor learning in the EYFS is vital for the following reasons:

- **Healthy body and brains** - There is more space to move, fresh air, vitamin D, peace, and mindfulness all things children need to develop and grow.
- **Increased Self-Esteem** - Outdoor play gives children new skills; raises their self-esteem, develops their divergent thinking skills and collaborative skills. These skills are an excellent basis for classroom learning.
- **Characteristics of Effective Learning** –They are able to play and explore, learn actively, develop their own ideas, make links between ideas, and develop strategies for doing things.
- **Awe and Wonder** - There is a sense of freedom that Children feel outside because they feel like they are in charge of what they do outside. There are things that children will discover outside that cannot be discovered inside sparking awe and wonder.

We endeavor to use the outdoors where it will enhance the quality of teaching and learning for our students.

Equal Opportunities and SEN

All children in our school are valued. It is vital that all lessons and learning opportunities are differentiated appropriately to ensure that all children's needs are met. IEPs are written for children with specific needs and they are supported through differentiation, both within class and in withdrawal groups (when appropriate). Class teacher's use: additional resources; differentiated tasks and outcomes; and various different teaching approaches to ensure that every child's learning is support in the appropriate way.

Use of ICT

As with all subjects and areas, ICT should be used to inspire, support, consolidate and extend children's thinking, knowledge, understanding and skills throughout the EYFS.

Monitoring and Assessment

- Continuous assessment of progress towards the ELGs is carried out by the teacher and TA and recorded on 'Tapestry' as well as in exercise books etc. if appropriate.
- Assessment will take many forms including: informal observation, recorded/formal observations and samples of work. We make sure that a variety of adults, including their families, are included in the assessment process.
- Parents and carers are encouraged to make contributions on the child's 'Tapestry' record and through communication with the teacher.
- Specific observations on each child are carried out every half term, focusing on a

different curriculum area each time.

- Baseline information is collected within the first 6 weeks of starting school
- Data is collected and recorded at 4 points through the year indicating whether a child is low, expected or above national expectations for their current age.
- End of year results are reported to the LA and shared with parents and carers

Home / School Links

- Initial personal contact with parents and carers is made at a meeting in the summer term to welcome them and provide all the necessary information they need
- An 'all about me' booklet is sent out before a child begins their school life so we can begin to get to know them
- Parents and carers are asked to support their child with specific assessment tasks throughout the year. These include areas we may not see as much in school e.g. eating a family meal etc.
- Parents are asked to contribute to 'tapestry' as well as being able to view what their children are doing at school
- Parents are asked to read with their child regularly as well as helping them with their 'high frequency words'
- Parents/carers are encouraged to discuss their child with the class teacher
- Formal opportunities to discuss progress are via Parent Evenings twice a year as well as through termly drop in sessions