



Cheshire Academies Trust
Collaboration and Creativity

EYFS POLICY

Next review date: Autumn 2021

Quality of the Curriculum

Introduction

Every child deserves the best possible start in life and support to fulfil their full potential. The Early Years Foundation Stage framework enables children to be kept safe and able to thrive.

Aims and Objectives

Through our Early Years Foundation Stage provision, we aim to:

- set the standards for the learning, development and care of young children, ensuring that every child makes progress and no child gets left behind
- provide for equality of opportunity
- create a framework for partnership between parents and professionals
- lay a secure foundation for future learning

Teaching and Learning

Planning the Curriculum

Our curriculum is based on the Early Years Foundation Stage Framework 2017 (EYFS). The EYFS principles which guide our work are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The four principles enable teaching and learning to reflect the children's rich and personalised experiences. The curriculum is planned upon continual assessments of the children's differing needs and experiences. Short term plans are devised by the class teacher using the EYFS framework. The pupils are encouraged to initiate their own learning and the teachers draw upon the interests and achievements to plan an enriched and varied curriculum. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs and focuses on the children's next steps. Planning encompasses a range of child-initiated, adult-initiated and adult-led tasks both indoors and outdoors. The environment plays a key role in the children's learning. The areas are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has its own enclosed outdoor areas. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.

The EYFS is split into 2 areas of Learning and Development. These include the Prime Areas of learning and the Specific Areas of learning.

The Prime Areas of learning include:

Personal, Social and Emotional Development
Physical Development
Communication and Language

The Specific Areas of learning include:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Prime areas are fundamental, work together, and move through to support development in all other areas. The specific areas include essential skills and knowledge. The Prime and Specific areas, together with the Characteristics of Effective Learning are equally important and depend on each other. These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Characteristics of effective Learning are:

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

Assessment and Recording

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. Parents will be kept up-to-date with their child's progress and development. A baseline assessment is made within the first 6 weeks of the Autumn term against the Development Matters statements. Teachers collect evidence through observations in the classroom. This formative assessment is then recorded on the online tracking system Insight. Teachers track the children's progress throughout the year and update Insight at the end of Autumn, Spring and Summer term. Teachers have regular meetings with SLT to discuss the children's progress and attainment.

Children are continually assessed through planned and spontaneous observations, photographs, videos and information drawn from parental discussions. These are recorded using an online assessment tool (Learning Book or Tapestry) The information collected via the online assessment tool is regularly used by the class teacher to assess children's attainment against the EYFS Development Matters statements an inform their planning.

At the end of the summer term the class teacher assesses whether the children have reached an emerging, expected or exceeding level of attainment against the Early Learning Goals. These judgements are internally moderated within the Trust as well as through the Local Authority EYFS Teams. Children are also assessed against the Characteristics of Effective Learning and parents receive an end of year report that includes this information.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

We meet the needs of all children by:

- providing resources that reflect diversity and are free from discrimination and stereotyping
- using a range of teaching strategies based on their individual needs
- ensuring access to every activity is safe
- using Teaching Assistants to provide 1:1 or small group support to targeted individuals

Health and Safety

Teachers ensure that all materials are appropriate for the age group. Risk assessments are in place for the indoor and outdoor learning environments.

Safeguarding

All necessary steps are taken to keep the children in our care safe and well.

Any safeguarding or welfare issues will be dealt with in line with the CAT Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training. Staff will receive regular safeguarding training that enables them to understand the safeguarding policy and procedures and have up-to-date knowledge of safeguarding issues.

Achievement and Standards

Monitoring and Evaluation

The Foundation stage leader is responsible for monitoring the standard of provision in the Foundation Stage.

Reporting to Parents

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, as well as their future role, in educating the children. We do this through:

- Meet with parents prior to the child starting school.
- Creating an 'open door policy' and encouraging parents to talk to staff about any concerns that they have or to discuss their child's progress;
- Using the online learning journey to inform parents of what the children are learning and the progress they are making.
- Encouraging parents to contribute to the child's online learning journey by including observations from home and family life.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Open afternoons, Subject workshops, Class assemblies, Sports Day, Coffee mornings etc;

An end of year report is written informing parents of progress and attainment in the Early Years Foundation Stage. This documents whether children have reached an emerging, expected or exceeding level of attainment against the early learning goals. Children are also assessed against the characteristics of effective learning.

Transition

Into Nursery

In September the children begin settling in sessions in their room. Their parents are invited to stay with them until the child is confident for them to leave.

The children are allocated a Key Person who takes responsibility for their planning and assessments. A communication book is created if the child attends more than one nursery setting.

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.

The children are invited to play sessions in the Reception class. Parents are encouraged to leave their children for the session. Staff begin to make relationships, observations, speech and language judgements and assessments.

Members of staff make visits to feeder settings. These are mainly nursery settings however if a child only attends a child minder setting staff will visit that setting to gather baseline material.

From Reception Class to Key Stage 1

The Reception and Year 1 staff work closely to ensure children have a positive transition into Year 1.

Reception staff share information including the Early Years Profile and Characteristics of Learning with the Year 1 teachers. This informs Year 1 about each child's stage of development and learning needs, and assists with the planning of activities in Year 1.

Move up session – the children visit the Year 1 class for the morning and complete 'get to know you' activities.

Meet the Teacher-parents and careers are encouraged to meet the Year 1 teacher.

Leadership and Management

Continuous Professional Development

All subject leaders are given the opportunity to attend LA INSET specifically related to developing their role in leadership and management. Whole school and individual INSET will be planned in line with the priorities in the SSDP.

CAT EYFS Cluster meetings

Reception staff from CAT schools meet termly to share outstanding practise, share information, update polices and moderate.

Role of the Subject Leader

The role of the Foundation Stage Leader is undertaken in line with school policy.

Role of the Trust Board and LGBs

The Trust Board will be responsible for approving the policy while the LGB will monitor its effectiveness and impact on practice.