



Aston Rowant C+E Primary School

**Growing together we inspire each other to achieve our full potential
as courageous lifelong learners.**

'Let your roots grow down into him, and let your lives be built on him.' Colossians 2:7

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

The goal of education in Aston Rowant C+E Primary School is to enable our children be **curious** in their approach to learning, to be **courageous** in their attitude to learning, to be empowered to work both **independently** and **collaboratively**, to understand the impact their learning has had on them so far and be **inspired** to keep learning.

Updated by R Hall Date: May 2022 Review date: May 2023

Policy Statement

In the Early Years Foundation Stage at Aston-Rowant, our mission is to provide an enabling environment which promotes the learning and development of every child attending our setting. Our EYFS curriculum is designed to allow children to develop the knowledge and learning behaviours that they need to succeed in life. Children's learning is led through a balance of discrete, adult-led sessions and carefully planned continuous provision where children have the opportunity to investigate and apply their learning using our stimulating indoor and outdoor environment. It is our aim that children will leave the EYFS as courageous lifelong learners.

The Early Years Foundation Stage applies to children from birth to the end of their Reception year. At Aston Rowant children are admitted to Reception in the September after their fourth birthday.

The Early Years Foundation Stage Curriculum

At Aston Rowant we follow the curriculum as outlined in the Statutory Framework for the Early Years (2021) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

The EYFS framework has 4 main principles:

1. A unique child
2. Positive relationships
3. Enabling environment
4. Learning and development

A Unique Child

At Aston Rowant, 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 and at varying rates. Children's attitudes and dispositions to learning are influenced by a variety of factors; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning. We use the individual child's interests and next steps to enhance their learning and development through play. Children are engaged through a rich and stimulating curriculum and environment.

Inclusion - We value the diversity and cultural capital of individuals within the school and believe that every child matters. All children at Aston Rowant are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

Positive relationships

At Aston Rowant, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families as well as fostering and nurturing positive relationships with their peers.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we place a high value on school/home partnerships in their child's education through:

- Building relationships with parents/carers before their child starts school at a variety of transition events such as open afternoons and information evenings, Stay and plays, online home visits and much more.
- Arranging, where possible, visits by the teacher to all children in their childcare provision prior to their starting school.
- Providing a starting school handbooks and prospectuses about commencing Reception at Aston Rowant.
- Outlining the school's expectations in the Home-School agreement.
- Giving parents/carers and children the opportunity to spend time in Reception Class for at least one induction visit before starting school.
- Providing a presentation for parents on routines and expectations as well as giving an opportunity to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through school newsletters and a weekly blog on the website.
- Publishing termly topic webs for curriculum information.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Ensuring all information on the EYFS curriculum page is up to date and relevant.
- Regularly sharing progress and photos/video's of their child's work through and online learning Journal (Tapestry) as well as welcoming and valuing the on-going contributions to this from parents/carers.
- Offering at least two parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in Reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc. and various exhibitions of learning.

Staff

There is one Early Years trained class teacher at all times as well as a support staff in the mornings. All staff in the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. All staff aim to support and challenge all children's learning through observations and questioning and adapting play activities to meet the children's needs.

Enabling Environments

At Aston Rowant, we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. **Play-based learning is paramount** and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. These areas of learning are carefully planned for using weekly assessments of the children's next steps. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. However, there may be times we encourage a child to an activity that would specifically benefit their progress. We ensure that resources and spaces are safe to use and checked regularly. Activities might last all week, be extended or adapted in some way

or changed on a daily basis depending on the children's needs and next steps. Children also take part in weekly Forest Friday sessions and twice a week undertake P.E. sessions led by a qualified coach.

Learning and Development

The EYFS curriculum (2021) is divided into 7 areas of learning and development. All areas of learning and development are important and inter-connected.

The 7 areas require a balance of adult led and child initiated activities in order for most children to reach the Early Learning Goals identified for the end of Reception. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three prime areas are:

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

These are then supported by four specific areas, through which the prime areas are strengthened and applied.

The four specific areas are:

1. Literacy
2. Mathematics
3. Expressive arts and design
4. Understanding the world

All Reception children are read with one-to-one at least once a week and participate in daily phonics sessions which follow our School phonics scheme 'Rocket Phonics', and are planned and taught in line with school policy.

Child-initiated learning

Learning through play is an important part of our Early Years classroom. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own.

They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is purposeful, and adult led activities is very important to us.

Characteristics of effective learning – Development Matters

The ways in which children engage with others and their environment – **playing and exploring, active learning, and creating and thinking critically** – underpin the learning and development across all areas and support the child to remain an effective and motivated learner. We encourage children to develop these characteristics early on in the year in a child friendly way to help them to become more aware and involved in the way that they learn.

Playing and exploring – engagement:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation:

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking:

- Having their own ideas

- Making links
- Choosing ways to do things

Assessment and reporting within the Early Years

At Aston-Rowant we follow assessment procedures outlined in the Early Years Foundation Stage Framework 2022 (EYFS) document, which is available to download at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf

Within the first 6 weeks of Reception, the teacher gathers information on the ability of each child using observations, one-to-one activities, nursery reports and information from parents as well as the **statutory Reception Baseline Assessment** (2021). This information is recorded onto a tracker which allows us to identify children who are 'on track' or 'not on track' to meet their Early learning goals (ELGs). These are tracked at termly intervals throughout the year as a means of spotting patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. Children who are not on track are then monitored through our pupil progress cycle.

Pupil progress

When a child is not on track, our pupil progress document identifies possible barriers to learning (including SEN) and outlines provision or interventions to enable the child to make accelerated progress. This is then reviewed at the end of each term. Should a child not make the desired progress or any progress at all then conversations start with parents and the SENCO to explore any potential learning needs.

The planning-observation-assessment cycle

The curriculum statements in the 'Development Matters' framework and the Early Learning Goals have been broken down into termly 'on track' descriptors in our progression of skills documents. These provide a basis for the planning and assessment throughout the Foundation Stage. Weekly planning is divided into adult directed and continuous provision planning.

Termly topics are based on a Whole school theme with their current interests in mind to maximise children's engagement. Careful and considered planning for topics ensures curriculum coverage as well as opportunities to address children's individual progress and needs. Phonics is planned for each week through 'Rocket Phonics' and differentiated by ability and stage.

Teachers are no longer required to provide reams of evidence of children's progress but instead use their teacher judgement and detailed knowledge of each child to assess and plan the children's next steps (sometimes spontaneously). Noteworthy observations are added to tapestry on a weekly basis and shared immediately with parents who are encouraged to comment and post their own observations.

At the end of the year the children will be assessed against the Early Learning Goals, recording whether they are emerging (1), expected (2) or exceeding (3). This information is then reported to parents who are then able to make an appointment to discuss their child's results should they wish. Tracking grids and reports are also passed on and discussed with the year 1 teacher to enable effective transition into KSI. This information is also reported to the Local Authority.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Parents of all children starting in the next academic year will be invited to an Induction Meeting in the summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum and expectations.

In the summer term prior to a child starting, they are given an opportunity to come in to school to meet their new class teachers, their new class mates and their classroom through several transition events. Children can attend all or none of these sessions, however we recommend they attend as many as possible to enable a smooth transition. EYFS teachers endeavour to visit all feeder pre-school and nursery settings in order to meet the new children in a comfortable environment. This is done through building positive working relationships with pre-school and nursery staff.

September Intake - When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first few weeks, EYFS teachers will organise a phased introduction for the children to enable them to build their stamina for the school day and ease a successful transition.
- Thereafter, children will attend for the full school day unless Foundation staff and parents or carers agree that it is not in the best interests of an individual child. Children are expected to be in school full time by the term they turn 5.
- We also offer home visits online during the first week of the new term in order to share information from home that is specific to each child. This means that before they join their new class the Reception staff and environment are already a familiar place to them.

Starting in Key Stage 1 – The foundation stage children will have built relationships with KS1 through inter-house days, joint forest school and sports day activities. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children. The transition to Year 1 will be managed affectively through good communication between teaching staff, a planned transition day and other transition activities between classes. Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them.

Safeguarding and Welfare

At Aston Rowant CE Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021 which states that: *“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.”*

In order to do this we aim to:

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who 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;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

For further information please read the safeguarding and child protection policy and the behaviour policy on the Aston Rowant CE Primary School website.