



Penketh Primary School

EYFS Policy

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Policy Responsibilities and Review

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| Policy type: | School |
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| Chair signature: | Julie Cahill |
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Introduction

At Penketh we believe that every child deserves the best possible start in life in order for them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 5 have a major impact on their future life chances. A secure safe and happy childhood is important in its own right. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up.

As children commence their journey at Penketh, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

The Early Years Foundation Stage

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child - every child is a competent learner.
- Positive Relationships - children learn to be strong and independent.
- Enabling Environments - supporting and extending a child's development.
- Learning and Development - 3 prime and 4 specific areas of learning and development.

A Unique Child

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 assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

All children and their families are valued at Penketh Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We meet the needs of all children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;

- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Positive Relationships

At Penketh Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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

- Talking to parents about their child before their child starts in our school;
- The children have the opportunity to spend time with their teacher before starting school during transfer sessions;
- Support children through the transition from Nursery to Reception with the children attending part time during the initial few days. This is also to support staff and parents in getting to know each other as well as the children.
- Carrying out home visits for every child to get to know them in an environment that they feel safe in.
- Parents are invited to a talk in school aimed at helping them to support their children at home with early phonics and reading skills.
- Encouraging parents to talk to the child's teacher if there are any concerns. We have an 'open –door' policy but there is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: celebration assemblies, class visits.
- Termly 'Stay and Play' mornings that give parents the opportunity to see how their children learn through play and to learn alongside them.
- Ensuring regular communications between home and school through regular newsletters and the school website.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment with planned continuous provision.

Good quality resources are selected to meet the developmental needs of the children and reflect the rich and diverse nature of the community and society we live in. They are selected to be as open-ended as possible and to develop all areas of learning. All resources are available to all children regardless of their ethnic or social background, gender or ability. Equipment and resources are, where possible, stored on open shelving, and labelled. Resources are regularly checked, cleaned, reviewed and updated within budget limitations.

Safety is of prime importance. Children are taught to handle and use tools and equipment with appropriate care and according to rules and guidelines. Staff, students, volunteers and parents are made aware of the needs for the physical safety of our children within the indoor and outdoor learning environment.

Learning and Development

The seven areas of learning and development are divided into three prime areas and four specific areas: the three prime areas, which are Foundations for Schools readiness and future progress linked with the National Curriculum areas. The three prime areas are:

- Communication and Language
- Personal, social and emotional development
- Physical development

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

The characteristics of effective learning in the prime and specific areas of learning and development are interconnected. The way in which the child engages with other people and their environment- playing and exploring, active learning, and creating

and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

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

Provision

- We have a Reception team consisting of a highly qualified, dedicated, professional and caring Early Years teacher and classroom assistants who plan and work closely together to provide a high-quality curriculum for all within their care.
- We value our parent partnership with an open-door policy.
- We constantly strive and reflect upon our practice to ensure that the needs of each child are met both academically and emotionally, helping to develop each child's confidence and independence.
- The Reception team provide an education planned around the needs and experiences of each child, so that true potential can be nurtured and realized.
- We provide a rich variety of academic, social, artistic, musical and sporting experiences.
- We have welcoming, child friendly and stimulating indoor and outdoor areas which the children have consistent access to.
- Routines are established so that children begin to anticipate and feel confident to take the next step. Pictorial timetables give children the security to know and understand their routines.
- We have clearly labelled and easily accessible resources.
- Children feel confident to have a go without the worry of making mistakes.
- Penketh prides itself in supporting each child in transitions. This is achieved through the following ways:
 - Each child has the opportunity to visit the school prior to starting.
 - The Reception team will visit each child in their home setting taking with them an activity/transition treasure box activity for the child and parent to share.
 - The Reception team have forged strong links with all our feeder nurseries. Throughout the year they run moderation meetings, and will meet the child in their nursery setting, meet the nursery link personnel to discuss profile handover for each child.
- At the end of the academic year a transition programme is timetabled to support the transition to Year 1. We aim to help each child develop the

confidence to progress smoothly to Year 1 at the end of the Early Years Foundation Stage.

- The transition between Nursery and Reception and then Reception to Year 1 are calm, happy and successful. The “move up days” at the end of the summer term encourage a gentle transition between the year groups and gives the all staff time to get to know the children.

The Cycle of Observation, Planning and Assessment

At Penketh we hold the individual child at the centre of our planning. This is achieved through detailed observation and assessment. This observation and on-going formative assessment is at the heart of effective early years practice. We also complete a baseline assessment on entry through a published scheme.

Staff achieve this through:

- Observing children as they act and interact in their play, everyday activities, child-initiated activities and planned activities, and learning from and sharing with parents about what the child does at home.
- Considering the examples of development as stated in the unique theme: observing what children can do, and identifying the stage on their developmental pathway.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests, and stage of development of each child. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

The EYFS requires Penketh to undertake summative assessments in which staff review children’s progress and share a summary with parents at the end of the foundation stage through the EYFS Profile. This is discussed with parents.

In addition information is shared at parent teacher meeting and in an end of year report.

Assessment at the end of the EYFS

In the final term of the year in which the child reaches age five, Penketh completes the EYFS profile for each child. The profile provides parents and carers, practitioners and teachers with a clear picture of a child’s development, knowledge, understanding and abilities, as well as their progress against expected levels. It furthermore prepares Year 1 teachers for individual children’s readiness, needs and

next steps. The profile will reflect upon the schools on-going observation and relevant records.

The teacher will determine whether the child is meeting the expected levels, exceeding them or emerging towards the expected levels of development. The child's level of development is assessed against the 17 Early Learning Goals. In addition all Reception children complete Phonics assessments throughout the year and this information is shared with parents during each parents meeting.

In compliance with Early Years regulations parents may have access to developmental records about their child e.g. Early Years Foundation Stage Profile, etc. At Penketh we have an open-door policy and every Friday the parents are warmly invited to share and contribute to their child's learning journey and profile.

Equal Opportunities, Inclusion and Special Needs

The Early Years Foundation Stage is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

- Ramps and a disabled toilet are available within the school to cater for children with physical disabilities.
- Our curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child, by ensuring that these areas are covered within our indoor and outdoor activities, circle time and assemblies, visitors, role play, books and positive images.
- It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs including gifted children. We liaise with the school's SENCO and assessment leader to identify next steps in learning in partnership with the parents.

List of statutory policies and procedures for the EYFS

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|--|
| Safeguarding policy and procedures | See child protection and safeguarding policy |
| Procedure for responding to illness | See health and safety policy |
| Administering medicines policy | See supporting pupils with medical conditions policy |
| Emergency evacuation procedure | See health and safety policy See Lockdown policy and Fire and Bomb emergency procedures |
| Procedure for checking the identity of visitors | See child protection and safeguarding policy |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy |
| Procedure for dealing with concerns and complaints | See complaints policy |

Further information regarding the EYFS may be found on the DfE website www.education.gov.uk