

EYFS POLICY



2020-2021

The Governors and staff at Chester-le-Street CE Primary School recognise the importance of Early Years Education as the foundation upon which children build the rest of their lives. Chester-le-Street CE Primary School is a Church school aiming to develop each child to his or her full potential. Early Years education is concerned with the physical, social and emotional, aesthetic and cognitive development of the individual, with no one area standing in isolation from the others. EYFS education is based upon four themes outlined in the most recent DfE framework:

The EYFS is based upon four themes

1. **A unique child**
2. **Positive relationships**
3. **Enabling environments**
4. **Learning and developing**

A Unique Child

At Chester-le-Street CE Primary School we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Inclusion

All children and their families are valued at Chester-le-Street CE 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. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice.

Positive relationships

All children are allocated a key person during their time in reception and specific time is timetabled to in these groups daily. Developing a positive relationship and secure attachment with their key person enables them to feel safe, and have their emotional needs supported. We recognise parents are the child's first and foremost educators and we work strongly to develop strong links with them we do this by

- Inviting parents into school before their child starts to discuss concerns/give information
- Invite parents to a review meeting shortly after their child has started
- Hold 3 parent evenings a year
- Encourage them to settle their child during the first half term, and stagger the children in so staff have a better opportunity to get to know each one
- Invite them on VIP visits where they can shadow their child for a day
- Hold parent workshops to support their work at home
- Provide a yearly report
- Encourage home school books where parents can find out what their child does in school

Enabling environments

We aim to create an attractive and stimulating learning environment where children feel confident and 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. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and developing

At Chester-le-Street CE Primary School we recognise children develop and learn in different ways. Effective learning and teaching is supported through

- The understanding that staff have the knowledge of how children develop and learn, and how this must be reflected in their teaching.
- The range of approaches that provide first hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.
- The carefully planned curriculum that helps children to achieve the ELG's at the end of the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellect, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning and to develop independence and self-management.
- To support for learning with appropriate accessible space, facilities and equipment both indoors and outdoors, including the effective use of ICT. The identification, through observations of children's progress and future learning needs, which are regularly shared with parents.

The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum framework (September 2012) provides a structure of learning opportunities through which we develop the different aspects of early education. These include:

Three prime areas of :

- Personal social & emotional development,
- Communication and language
- Physical development,

Four specific areas of:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

At Chester-le-Street CE Primary School, children meet learning opportunities within a happy, secure and interesting environment through practical activity, enquiry and purposeful play, with consolidation through practice talk and reflection.

At Chester-le-Street CE Primary School it is the responsibility of the reception class teacher, in conjunction with the Key Stage 1 teachers and the Head Teacher to provide a curriculum that takes into account the ability of every child. Combining where appropriate the early learning goals and Key Stage 1 National Curriculum, so that by the end of Reception/Foundation stage the children will be fully prepared for learning at Key Stage 1.

Assessment

Statutory Baseline Assessments are undertaken at the start and end of each year. These form the basis for the monitoring of pupil progress as the children progress through school. Ongoing teacher assessments are undertaken in line with the Foundation Stage Profile and these form the basis for the end of year report to parents.

Planning and Teaching:

The teachers will plan and teach a balanced range of activities and experiences to cover the **seven** areas of learning outlined by the DfE in the new EYFS Framework September 2012.

Curriculum timetable.

Wherever possible and appropriate, the Foundation Stage curriculum is developed within a cross-curricular context. To utilise good practice and to help prepare the children for the statutory

introduction of the Literacy and Numeracy strategies in Year 1, some whole class or small group
Literacy and Numeracy teaching takes place each day.