



NORTH FERRIBY C E PRIMARY SCHOOL

EYFS POLICY

Date of New Policy:	Spring 2016
Review Date:	Spring 2018
Policy Type:	School
Co-ordinators:	Sally Canbay Emerald Sharkey
Link Governor:	Paul Cook
Committee:	Full Governors

Mission Statement:

A Christian School with children at its heart.

Christian Values Statement:

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

Ethos Statement for North Ferriby CE VC Primary:

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

Ethos

"Every child deserves the best possible start in life and support to reach their full potential. A child's experience in the Early Years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up."

[Statutory Framework for the Early Years Foundation Stage – DFE 2012]

The team believes that happy, confident and inquisitive children, leads to independent, committed and life long learners. The relationship between children, parents and staff is at the core of this.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. We encourage all children to join us at the beginning of the school year in which they turn five.

The EYFS is based upon four principles:

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

1 - A Unique Child

1.1 Child Development

- The Early Years Team clearly recognises that every child is an individual, entering our classes with a variety of experiences and future needs. This underpins our daily practice.

1.2 Inclusive Practice

- We are pro-active in responding to individual needs. Intervention takes many different forms for example language support, social integration support and early special educational needs support, all at an individualised level and when the time is right.
- We promote equality and tolerance to diversity through celebrating a variety of multi-cultural and religious festivals, focusing on similarities.
- For further information please see the school's Inclusion policy

1.3 Keeping Safe

- Children are educated in how to keep themselves safe and make their own choices about calculated risks.
- We have 2 outdoor areas which are securely fenced. The team makes on going risk assessments of the play equipment and other resources left outdoors.
- We ensure that all adults, who have contact with the children, are appropriately checked to have supervised/unsupervised access.

1.4 Health and Wellbeing

- Creating positive and close relationships with the children is essential for ensuring their physical and emotional well-being and to maximise their learning.
- Members of the team inform parents of any injury or upset that has occurred during the day. Head injuries and illnesses are reported to parents immediately through the office staff telephoning.

2 - Positive Relationships

2.1 Respecting Each Other

- As a Church of England school, we actively promote Christian values.
- All staff are trained in Restorative Practice and use this as a model for understanding feelings and relationships.

2.2 Parents as Partners

"When parents and teachers work together, children have a team of adults who are committed to bringing out their best"

Formal meetings/sharing of information prior to the start of school:

- Parents first join us as partners in their child's learning journey, for a drop in morning visit in November before their child starts school. This involves an organised activity and older pupils show them around the school.
- They are next invited to join us for a New Parents meeting in the May/June before their child starts school.
- Children attend 2 afternoon sessions in June/July to experience what school is really like

Formal meetings/sharing of information once started school:

- Parent's evening held in September - Getting to know your child.
- A series of 1 hour information evenings held in the September and October. These evenings help parents to understand the EYFS curriculum and how we teach reading, phonics and maths. They also offer practical ways in which parents can support their child at home.
- Parent's evening progress update held in February.
- Bi annual written reports, which take into consideration the views of the teacher, child and parent along with the child's next steps.
- Learning Journey presentation
- End of year written report
- Questionnaires sent out to gather parent's views

Informal:

- Special moments booklet — a celebration of children's non-academic achievements at home
- Family Christmas tree decorating afternoon
- Father's Afternoon — the Friday before Mother's Day
- Additional afternoons for topic related activities e.g. teddy bear's picnic, class wedding, meet the chicks or ducklings
- Child Led Worships
- Christmas concerts
- Service and song
- Sports Day
- Grandparent's afternoon

Providing these opportunities for parents and the wider community enables them to support and consolidate their children's learning at home.

2.3 Supporting Learning — See section 4

2.4 Key people

The team comprises of:

Foundation Stage Class

Teacher — Mrs Canbay

Nursery Nurse — Mrs Lowe and Miss Hardcastle

Teaching Assistant - Mrs Butler

Foundation Stage/Year One Class

Teacher — Mrs Sharkey

Teaching Assistant — Mrs Scoresby and Mrs Mallory

Careful observation of the children, along with transition information, allows the team to make a decision on which children will enter the Foundation Stage/Year One class. The children that enter the Foundation Stage/Year One class will often demonstrate greater;

- independence
- maturity
- self-help skills
- communication skills
- confidence

The two classes meet separately for registration and a few incidental activities, however the rest of the curriculum is delivered through a collective, team approach.

3 - Enabling Environments

3.1 Observation, Assessment and Planning

- This year we have used EExBA for the baseline assessment.
- Observations, both formal and informal are recorded using the 2 Simple Build a Profile app on an iPad.
- This informs us of children's progress and provides starting points for Medium and Short Term planning.
- Adult Led planning is tailored to children's individual needs and stages of development through well thought out differentiation.
- Throughout the year there are opportunities for some themes to be chosen by the children.
- The majority of assessments are based upon observations of children's independent learning, some of their teacher led learning is taken into consideration. Judgements are then made and inputted into O track four times a year; baseline, end of Autumn, end of Spring and mid-Summer. Children are tracked against the development matters statements as to whether they are beginning, developing or secure at a certain age band namely 30-50 months and 40-60 months. As the fourth data entry is a summative assessment it is made against the Early Learning Goals and children are awarded a score of 1 – 3; 1 below age related expectations, 2 working within age related expectations and 3 working above age related expectations. This data is submitted for statutory assessment in the Summer Term. Summer 2016 is the last year that the summative judgement is statutory.

3.2 Supporting Every Child

- The 2 Simple Build a Profile app, generates individual Learning Journeys for each pupil. These are regularly e-mailed to parents.

- Children who are not on track to meet age-related expectations receive intervention with a Nursery Nurse, TA or the class teacher. The intervention will be tailored to meet individual needs and could be anything from strengthening gross-motor muscles to counting amounts.

3.3 The Learning Environment

- The indoor environment consists of 2 adjacent classrooms, with doors open for free movement between them. Areas are set up around the classrooms such as Writing, Role Play, Small World, Creative, Investigation, Computer etc...
- There are 2 outdoor areas. One is concreted and one is a grassed area with wooden play equipment and a small hard standing, with a small amount of shelter. We provide many rich and varied experiences for children to learn outside.
- Each area is carefully resourced and changed frequently to promote learning opportunities
- Each area has a weekly challenge folder to help to give support and structure to the children's play and learning.

3.4 The Wider Context

- North Ferriby CE Primary School is part of the South Hunsley Partnership cluster of schools. The Foundation Stage teams meet on a termly basis to moderate, share good practice and discuss current issues.
- The cluster schools have produced a transition document, which enables feeder settings to give a more useful and full picture of the children entering our school. Teachers also meet feeder settings at an evening meeting to discuss individual children's transition information.
- Teachers visit feeder settings upon request, as well as offering home visits, to meet children in their current setting/home.
- Children are invited to attend 2 full afternoon sessions. This helps with the transition into school.
- Teaching staff attend annual Local Authority Moderation training, termly EYFS update meetings and training where applicable
- Teaching staff work with Multi Agencies, to ensure that all relevant information is shared, for the best interest of the child.
- At every available opportunity, real life learning is offered through, educational visits and visitors in school. For example visiting Build a Bear to make the class bear for the year, a seaside visit to Bridlington during the theme Holidays, Eureka — Fruit workshop for the theme of Healthy Eating etc...

4 - Learning and Development

The EYFS curriculum has 7 'Areas of Learning'

3 Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
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4 Specific

- Mathematical Development
- Understanding the World
- Literacy
- Expressive Arts and Design

The characteristics of effective learning in the prime and specific areas of learning 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.

We deliver the learning through 2 styles of activities:

- Adult Led
- Child Led

Child Led

The children independently access the continuous provision throughout both classrooms and outdoor areas. The provision links to the topic and is structured through the use of Challenge Folders. Challenge Folders are blue and have a 'Can you' challenge. They are located in each area and change on a weekly basis. Children are strongly encouraged and motivated to complete the weekly challenges through praise and a tracking system. Upon completion of these challenges, children may initiate their own learning. Observations are completed during this style of learning, where the adult observes and scaffolds where needed.

Adult Led

These activities are created to meet individual children's needs. Staff prepare differentiated, success criteria on stickers and lead the learning towards achieving the criteria.