



Living by our Christian Values of

Peace  
Trust  
Love  
Hope  
Friendship



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## EYFS Policy

# St Edward's CE Primary School

<b>Approved by:</b>	Governors	<b>Date:</b> 28 <sup>th</sup> September 2016
<b>Committee:</b>	Curriculum and Standards	<b>Co-ordinator:</b> Rebecca Elvins & Jennie Warlow
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## EYFS POLICY

At St Edward's C.E. Primary School, we believe that high quality Early Years' experience in school is of vital importance and can have a lasting effect on a child's attitudes to education, personal and social skills and attainments.

### Admissions

We follow the practice and procedures recommended by the LEA for admissions. The reception admissions number is 20. This is to keep class sizes to 30 or less in all KS1 classes.

Children can start school in the term after their 4<sup>th</sup> birthday. Parents may choose to defer entry until later in the year. Parents can choose whether to send their child part-time or full-time. Any child wishing to attend part-time will be expected to be in school every morning. If a parent wants to withdraw their child and start again, the child will only be able to start again at the beginning of a new term.

In the event of a year-group being over-subscribed, priority is given firstly to children with Special Needs, then those within area, with older brothers and sisters in the school. Next in priority order are those who live in the area but have no siblings in school. Then come out of area applications with siblings in school, then out of area with no siblings. Admission is then granted on the basis of distance from school. The LEA is the admissions authority.

### Induction

An induction meeting is held, during an evening, for the parents/guardians of the new intake. This meeting outlines the induction process and gives the parents a chance to meet staff and to find out anything they want to know about school in general and St Edward's C.E. Primary School, in particular.

The meeting is led by the EYFS Co-ordinator. At the meeting, the leader talks through details about the school's organisation, the curriculum, uniform, school meals and health services etc., but parents are encouraged to ask any questions at all relating to school. The meeting is usually lively and informal.

An Early Years staff member will visit the new intake of children in their current setting as far as it is possible.

Children make short informal visits to their new class during the half term before they start school. At these visits, the children have a chance to meet their new teacher and play with some of their future classmates. The teachers start to get to know the children and to make some informal assessments, such as discovering whether the children can write their names or cut around a shape.

### Staffing

There is full time support from at least one teaching assistant, at all times.



## The Curriculum

The Reception curriculum follows the Guidance as provided by DfES for the Early Years' Foundation Stage. There are four themes and principles which underpin our practice, three of which combine to ensure success in the fourth. These are:

'A Unique Child'

'Positive Relationships'

'Enabling Environments'

Leading to 'Learning and Development'

Three characteristics of learning are also fostered to enable the best development in every child. These are:

'Playing and Exploring'

'Active Learning'

'Creating and Thinking Critically'

The curriculum is now divided into seven areas. These seven areas are divided into three prime areas and four specific areas.

The three prime areas are:

Communication and language

Physical Development

Personal, Social and Emotional Development

These form a firm foundation on which to build the four specific areas, which are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

The seven areas contain seventeen goals to work towards. These can be seen in the updated Development Matters document.

We provide a curriculum which puts the principles into practice. It

- is carefully planned by the teacher to cover all areas of the curriculum, with opportunities to learn inside and outside, pursuing self-initiated and adult-directed activities;



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- allows the children to learn through play, sometimes for extended periods;
- puts a greater emphasis on adult-directed learning in the summer term, depending on the children's needs;
- provides activities which allow the children to explore, be active learners, be creative and think critically;
- encourages children to take responsibility for their learning;
- is planned weekly, taking into account the children's interests and current enthusiasms;
- is flexible, ensuring progression for those children who attend full-time and part-time;
- meets the diverse learning requirements of all the children;
- respects the cultural differences of all children and communities;
- is dependent on practitioners and parents working together;
- ensures that all the children are safe and secure;
- builds on what children already know and can do and takes them to the next steps;
- uses varied approaches and teaching methods;

### **Assessment**

We make an initial baseline assessment of each child on entry to school and record their progress through the year. We use the Development Matters document to guide us in judging whether a child is showing typical development, displaying abilities consistently and independently. We refer to the guide constantly to inform our planning to ensure good progress for each individual. We use evidence from our interaction with the children, informal and planned observations, and valuable input from TAs, parents and other adults who interact with the children, such as before and after school care leaders. Children's views on their own learning are also used as part of the evidence to inform their next goals. Children are also assessed on the characteristics of learning, whether they are playing and exploring, actively learning, creating and thinking critically or a combination of these. The characteristics of learning and the child's profile combine to develop the child's Learning Journey which is shared with the parents and the Year One teachers. Information on the baseline is passed onto the Local Authority.

### **Transition**

Children who are assessed as more able during their time in the EYFS are discussed with the Year One teachers and plans are formed to help them access the National Curriculum. The child's profile and notes on the characteristics of learning at the end of the Foundation Year are shared with the Year One teachers and both the Foundation Stage and Year One teachers discuss the child's progress and how to plan for their future development.

During the final term in reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year One. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

### **Behaviour Policy**

In EYFS we follow the school behaviour policy.



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## **Parental Involvement**

Parents are the primary educators of their children. We encourage strong relationships with parents and work closely with them to help their children develop to the best of their ability. We invite their input and support and share information on their child's progress. Parents are encouraged to talk with staff at any reasonable time about their children. It is made very clear to them that nothing is too trivial to be raised in this regular contact, which we see as being an essential element of the partnership between school and families.

We ask for parents' opinions on our induction process and take their views very much into consideration. Parents are asked to record some information on their child's previous experiences. After they have been at school for a while, we encourage parents to share observations of their child's achievements at home. These details are used to add to the teacher's knowledge of the child and contribute to the Learning Journey.

A phonics workshop is held, during the autumn term, for the parents/guardians of the new reception. This meeting helps parents understand how phonics and reading is taught at St Edward's C.E. Primary School.

There are also two parents' evenings in the year for the parents to talk about their child with the teacher. They can ask to discuss the summary of the best-fit description of their child's learning and characteristics of learning at the end of the year.

## **Special Educational Needs**

Occasionally some of the children who start St Edward's C.E. Primary School already have an EHCP. This is only the case if very early identification has enabled the process to be part of an assessment at the local Child Development Centre. In other cases, the statementing process may be started but not yet complete. We work closely with the agencies concerned to continue the process smoothly.

Some children's needs are not identified until they start school. If a teacher or parent notices that a child has Special Needs, the school's SEN system is carefully followed, with parents seen as an important part of the process. We have a well-developed system for making early assessments of need. For details on the school's SEN provision please see the relevant policy document and parents' booklet.

## **Children for whom English is an Additional Language**

When a child starting St Edward's C.E. Primary School is from a family for which English is not the home language, we contact the Shropshire Multicultural Development Service for advice and support. They provide an advisory service for bilingual learners and visit the school to talk with the child and their family. They can provide a translation service for important documents.

**Liaison with Local Pre-School Providers** – See induction information.

## **Health and Safety**

There are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.



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