

Tywardreath School

EYFS Policy

Date to be reviewed:

Spring 2022



"Every child deserves the best possible start in life and the support that enables them to fulfil their potential."

(EYFS Framework, 2021)

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the ['Statutory framework for the Early Years Foundation Stage \(EYFS\)'](#) (September 2021).

The Curriculum

Our EYFS Curriculum has been designed to reflect our environment, the seasons of the year and nature in our environment. It teaches children how their own environment compares to other places, cultures and communities in other parts of the world. It teaches about our local environment, historians and artists, making it unique to Tywardreath School.

The Tywardreath EYFS curriculum has been written in accordance with the latest version of the ['Statutory framework for the Early Years Foundation Stage \(EYFS\)'](#) (September 2021). The EYFS framework includes seven areas of learning and development that are important and interconnected:

- **Communication and language.**
- **Personal, social and emotional development.**
- **Physical development.**
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

However, the first three areas in the list above, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive:

We have developed the curriculum giving **communication and language** skills a high priority. This is in line with Development Matters 2020: *"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively."*

A high priority is also given to the teaching of **reading**. We aim to teach children to read and develop a love of books as soon as they arrive. Books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to **phonics** teaching. We use RWI to teach phonics across the school.

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals.

We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour .

Our Curriculum is based around cross-curricular topics. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leave the Reception Year ready to start the KS1 curriculum. Each topic does not last a specific amount of time but is based on the children's learning at the time. All topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a high quality storybook or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

Teaching and Learning

We believe in the three characteristics of effective teaching and learning that are set out in Development Matters 2021. These are:

Playing and exploring – children investigate and experience things, and 'have a go'.

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achieving.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our curriculum is ambitious and aims to teach all children the skills and knowledge in order to achieve the 17 Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them.

Assessment

During the first term in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline and also through teacher observations. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We record each child's level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July.

Children will be judged at either an emerging level or an expected level in each early learning goal. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment

takes the form of both formal and informal observations and through planned activities. Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children.

We use Arbour to track children throughout the year. At the end of the final term in Reception we assess whether each child is emerging or expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Children who are not on track are quickly identified and interventions are put in place to ensure that these children keep up not catch up.

Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed liaison with the SENCO.

Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the school cook. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for.

Fresh water is readily available for all children and we encourage children to bring in their own water bottle so that they can help themselves to water at any time.

A member of staff in the setting has a recognised paediatric first aid qualification in line with the EYFS framework 2021.

Structure and Staffing of EYFS

EYFS at Tywardeath School consists of two Reception Classes. Both Reception Classes are taught by a qualified primary school teacher.

Each class also has a teaching assistant (1 full time and 2 job shares)

Specialist teachers are brought in for some PE lessons. These include KIXX football and Multi skills.

Children can arrive into the classroom from 8:30 a.m. every morning and children are picked up at 3.10pm.

The children have lunch and breaks with the other KS1 children. The class join the main school for assemblies and other whole school events.

Extra teaching assistants are employed for children who have an Education Health and Care Plan.

Parental Involvement

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

- ✓ Making contact with parents/carers before their child starts school at our open mornings, learning together sessions and afternoon tea.
- ✓ Inviting parents/carers attend a new parents meeting.
- ✓ Inviting parents to phonic and reading workshops/ lesson observations to see how their children will begin learning and how they can support them at home.
- ✓ Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- ✓ Sharing photos, updates and 'wow moments' on Tapestry (our online communication and home learning platform).
- ✓ Offering two, parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.
- ✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.
- ✓ Asking parents to sign a generic permission form for visits and photographs etc.

✓ Parents are invited to a range of activities throughout the school year such as special events, workshops, Christmas productions and sports day etc.

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.

We have a tried and tested induction programme which includes:

- A new parents meeting for parents so that teachers can get to know parents and carers and ask about the individual children. The teacher gives parents practical information such as the ethos of the school, vision and values, information about equipment and uniform needed.
- Learning together sessions with an adult in July
- Afternoon tea in the school hall so parents and children can familiarise themselves with the lunch hall.
- Stay and plays at the start of term so that the children can get to know the teachers and school staff.

When children transition into year 1 the teacher has time with the year 1 teacher to give them all the relevant welfare, academic and general information about all the children leaving the EYFS. Transition book are made for those children who may find the transition difficult.

Monitoring arrangements

This policy will be reviewed and approved by the Early Years lead teacher every 2 years. At each review, the policy will be shared with the governing board. The Early Years governor will liaise with the EYFS lead teacher annually to discuss the EYFS Action Plan and relevant Strategic School Development Plan (SSDP) sections.