

Date	Review Date	Lead Person	Nominated Governor
Autumn 2018	Autumn 2020	EYFS Leader	Jane Breare

The Early Year Foundation Stage is a framework for children from birth to five years old, setting out seven areas of learning and development. At Cononley Primary School, children join us at the start of the school year in which they are five.

The EYFS is based upon four principles:

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

A Unique Child

At Cononley Primary School 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 and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

In our school we believe that all children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations which meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our 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.

It is important to us that all children in the school are safe. We aim to educate children about 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. 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. (See whole school Child Protection Policy)

Welfare

At Cononley Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- promote the welfare of children;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Cononley Primary School 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 their children. We do this through:

- EYFS staff visiting their nursery settings prior to starting school;
- arranging a transition morning , a transition afternoon and full transition day in the term before they start school;
- inviting all parents to an induction meeting during the term before their child starts school;
- encouraging parents to talk to the child's teacher if there are any concerns.
- arranging for children to have staggered starting dates during the first two weeks of term so that teaching staff are able to welcome each child individually into our school;
- informing parents of forthcoming events and themes we have been learning about through the weekly bulletin and half termly newsletter;
- publishing curriculum plans on the school web-site.
- offering a range of activities which support the involvement of parents in their child's learning, for example, encouraging contributions to our Tapestry on-line learning journeys and reading record books, organising curriculum meetings for parents to support the teaching and learning of phonics.



There is a formal meeting in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress with the teacher. Informal 'Stay and Play' sessions are also arranged during the year. Parents receive a report on their child's attainment and progress at the end of the Foundation Stage.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen. At our school the EYFS teacher in each class acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistants.

Enabling Environments

At Cononley Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

On entry to Reception, the children take part in baseline assessment to identify their strengths and help the staff identify the next steps in their learning at the start of the school year.

The Planning within Reception and Year 1 is based around half termly themes. These plans are used by the teaching staff as a guide for weekly planning, however the teacher may alter these in response to the needs, achievements and interests of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, (which can include photographs, short notes written on post-its or labels as well as longer, narrative observations) and the class teacher and other adults in the room will make daily observations of children's interests, significant steps in their development and acquisition of skills. Parents are also actively encouraged to make observations.

Observations are recorded using Tapestry, an individual on-line learning journey, and used to inform the EYFSP (the document which summarises and describes the children's attainment at the end of the Early Years Foundation Stage). Parents are able to log in to their child's Tapestry account to read observations made in school and add their own observations from home. Parents receive an annual report in July which offers brief comments on their child's achievements in each area of learning. In addition, the children are regularly assessed to monitor their acquisition of phonemes and high frequency words.

The Learning Environment

The Reception / Year 1 classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet or rest. The classrooms are organised into learning areas, where children are able to locate equipment and resources independently. The Reception / Year 1 classrooms have access to their own outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

At Cononley Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

Teaching and Learning Style

Our policy on Teaching and Learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 or Key Stage 2.

The more general features of good practice in our school which relate to the Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Characteristics of Effective Learning

The following characteristics describe the different ways in which children learn. The characteristics underpin the Prime and Specific Areas of Learning in the Early Years Curriculum and are reflected our Early Years provision.

Playing and Exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

Active Learning



Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS comprises seven areas of learning, as outlined by the Statutory Framework for EYFS (2012). There are three prime areas of learning which underpin children's learning in all other areas. These are:

- Communication and Language;
- Physical Development, and
- Personal, Social and Emotional Development.

The four specific areas of learning are:

- Literacy (Reading and Writing)
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led, adult supported and child initiated activities.

Safeguarding

Please see the Child Protection Policy for Cononley Primary School (including Appendix F) and other related safeguarding policies:

<http://www.cononley.n-yorks.sch.uk/policies/safeguarding>

Monitoring and Review

It is the responsibility of EYFS teachers and practitioners to follow the principles stated in this policy. The governing body has the opportunity to discuss EYFS practice with the practitioners and raise any issues that require discussion. The Head teacher and subject leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

Lucy Holmes



Assistant Headteacher, EYFS Leader

Key

EYFS – Early Years Foundation Stage

EYFSP – Early Years Foundation Stage Profile

KS1 – Key Stage 1