



Cledford Primary School and Gainsborough Primary & Nursery School



A Federation of Cheshire East Primary Schools



Cledford Primary School

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The Cheshire Federation Cledford Primary School & Gainsborough Primary School

EYFS Policy

Reviewed: June 2021

Mrs J Sercombe (Chair of Governing Board) _____

Mrs AJ Booth (Federation Headteacher) _____

Mrs J Nurse (School Principal) _____

Next Review Date : June 2022

'Every child deserves the best possible start in life and support to fulfil their 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.' Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

What is the EYFS?

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is a comprehensive national framework which sets the standards for learning, development and care of children from birth to 5.

The EYFS is based upon four guiding themes;

- **A Unique Child** – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. Practitioners understand and observe each child's development and learning, assess progress and plan for next steps.
- **Positive Relationships** – children learn to be strong and independent through positive relationships with parents and/or a key person in school.
- **Enabling Environments** – children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected. Practitioners teach children by ensuring challenging, playful opportunities across the **prime** and **specific** areas of learning and development.

Aims for the EYFS

To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;

- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a nurturing, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

How do we implement the EYFS?

The Environment

We offer our children a rich and varied environment with opportunities to learn and develop both indoors and outdoors. Being outdoors offers children different opportunities from being indoors and allows them to explore things in different ways and on different scales.

The Characteristics of Effective Learning

Playing and Exploring - play underpins the delivery of the EYFS. We value the fact that children's play reflects their wide ranging and varied interests and that in their play children learn at their highest level. We plan a challenging environment where children's play can be supported and extended.

Active Learning - children will be encouraged to be active learners, being involved and enjoying achieving what they set out to do.

Creating and Thinking Critically - we promote creative and critical thinking skills; children will be encouraged to have their own ideas, choose ways to do things and make links between their learning.

Inclusion

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils and to make provision that offers all pupils the opportunity to reach their full potential.

The EYFS Curriculum

Learning and Development

The EYFS curriculum sets out seven interconnected areas of Learning and Development. These fall into two categories - **prime** and **specific** areas.

Prime areas are fundamental, work together, and support development in all other areas:

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

Specific areas include essential skills and knowledge for children to participate successfully in society:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Early Learning Goals

Within each area of learning there are several Early Learning Goals. These establish expectations for most children to reach by the end of the reception year. By the end of the EYFS, we aim for most children to have met the goals, while others will be working towards them. At Gainsborough Primary and nursery school and Cledford Primary school we also work against a 'bridging document' which outlines expectations for reading, writing and maths so that children are not only successful in EYFS but are Year 1 ready.

Curriculum Planning

Teachers use the 'Development Matters' document as guide for planning progression for each area of the EYFS curriculum. Weekly planning is cross curricular and has a theme based on a topic and the interests and needs of the children. The EYFS team all contribute ideas towards planning for the indoor and outdoor challenges set for independent learning time.

Assessment

How do we record and track children's progress through the EYFS?

Observation and Assessment

Adults working in the EYFS classes observe children on a daily basis, noting their interests, abilities and achievements. This enables them to plan for their next steps of learning. They record their observations on post-it notes and with photographs and use them to compile individual folders called 'Learning Journeys' which record each child's progress through the EYFS.

The Early Years Foundation Stage Profile

Children's attainment is assessed for each Early Learning Goal at four times of the year, the September assessment is the baseline assessment used as a starting point for tracking progress. At the end of the reception year each child will either be 'emerging', 'expected' or 'exceeding' in every area of learning, this information is reported to parents and is used to inform teachers in year 1. Progress is tracked and recorded every term.

Parental Engagement

We value the fact that parents are the first and most enduring educators and recognise that when parents and practitioners work together in Early Years settings, the results have a positive impact on children's learning. We aim to work in partnership with parents for the benefit of all children. We recognise that effective communication means there is a two-way flow of information, knowledge and expertise between parents and school based adults.

- **Newsletter** – The EYFS staff include information about the learning that has taken place, what will be happening in the next week and other important messages.
- **Stay and Play**– Regular Stay and Play sessions take place during the year. This is also an opportunity for parents to share their child's learning journey.
- **Parent/Teacher Consultation Appointments** – we hold two parent teacher consultation meetings each year where parents are able to talk to the teachers about their child's learning and development.
- **Early Years Workshops** – we hold several Early Years workshop over the course of each year. On these occasions parents are invited into school to pick up tips on how to help children at home with their learning and development.
- **Parent Helpers** – we welcome parents into school who are able to spend time supporting activities such as reading, baking or sewing either on a regular basis or when circumstances allow.

Resources

The EYFS phase leader orders and monitors the resources for the provision. Our EYFS classrooms have defined areas with clearly labelled resources to ensure children can access them easily during independent learning time. The indoor and outdoor classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. In our EYFS provision we have a writing area, maths area, creative area, reading, role play area, construction area, small world area, discovery area, outdoor area and carpeted teaching area. A variety of activities are planned for and set up in the different areas each day. There are challenges planned for each area of learning, these are changed on a weekly basis but may be enhanced during the week.

Monitoring

Monitoring of the standards of children's work and of the quality of teaching in EYFS is the responsibility of the school Principal and EYFS phase leader. The work of the EYFS phase leader also involves supporting colleagues in the EYFS, being informed about current developments in this area, and providing strong leadership and direction for staff to ensure all pupils have a successful start to their school career.

A named member of the school's governing body is linked to the EYFS.

Health and Safety

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2014)

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - 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 encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Safeguarding Policy).

Policy Review

It is the responsibility of those working in EYFS to follow the principles stated in this policy. This policy will be reviewed annually.