



## **Shipton Bellinger Primary School**

### **EYFS Policy**

### **Autumn 2024**

#### **1. Aims**

At Shipton Bellinger Primary School we strive to provide high quality provision that meets the needs of all children. Our provision is based on the understanding that every child deserves the best possible start in life and is underpinned by our core purpose 'to provide a happy accessible learning environment for all children to achieve and become resilient together'.

Children joining our school have significantly varied life and learning experiences. Many have attended one of a range of settings that exist in our community. The early years education we offer our children is based on the following vision statements:

- creating an engaging and secure culture where children are confident to be independent, wanting to learn and eagerly share their learning through interactions and friendship
- Providing a safe, child centred, calming and inspiring environment that is consistent, enticing and accessible for all.
- celebrating and enabling children to articulate their achievements by establishing clear expectations that challenge, meeting the needs of everyone.
- developing perseverance and a growth mind-set to equip the children with the skills and belief to become successful lifelong learners and problem solvers
- working in close collaboration with each other to enable trust, communication and a mutual respect as well as recognising the importance of uniqueness.

#### **2. Equal Opportunities**

This policy operates in line with the school's Equal Opportunities Policy. At Shipton Bellinger Primary School we will endeavour to ensure every child has the opportunity to fulfil their full potential regardless of gender, race, religion, ability or disability. As a school we are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation.

#### **3. Rationale**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Shipton Bellinger Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

'The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.'

Early Years Foundation Stage Statutory Framework (2024) states 'There are four guiding principles that should shape practice in early years. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.'

#### **4. Learning and Development**

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are: -

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

##### **4.1 Curriculum**

Planning within the EYFS at Shipton Bellinger Primary School is based around our Aspirations, Topic Breadcrumbs and the children's next steps and interests, using Development Matters, government curriculum guidance. These plans, alongside regular assessment of children's next steps are used by the EYFS teacher as a guide for weekly objective and adult-led activities.

##### **Maths curriculum**

Our maths curriculum has been carefully planned alongside Development Matters so that children have opportunity to master key concepts during the Early Years. Our cyclical approach emulates that of our KS1 curriculum so that they are well prepared for the next phase of their learning. Please see our Maths curriculum and the school website for more information.

##### **4.2 EYFS Breadcrumbs**

As part of our whole school curriculum, we believe that the experiences that the children have in EYFS need to support and prepare them for the rest of their learning journey through KS1 and beyond. As such, when the curriculum planning is taking place, ideas and activities for the children will need to have experience or prior learning of, before they are ready to be taught the KS1 curriculum, are discussed and planned into the EYFS curriculum as part of the enhanced and continuous provision. These ideas and activities form our 'EYFS Breadcrumb Curriculum'.

##### **4.3. Aspirations**

Our EYFS curriculum has been designed with end of year aspirations, for what we would like our child to have achieved by the end of Reception. These are then broken down into milestones

across the year, to enable the aspirations to be monitored, assessed and identify what the children's next steps are. Our EYFS Aspirations cover all 7 areas of learning.

#### **4.4 Assessment**

At Shipton Bellinger Primary School we value on-going formative assessment as the most effective early years practice (observe / assess / plan). Observations are recorded in a variety of ways (notes, photographs, child-talk) and are added to planning sheets.

Dialogue between all EYFS practitioners is highly valued in maximising the success of this cycle. Summative assessment supports information sharing with parents, staff and other settings. Development Matters and our Aspirations are used throughout Year R at each milestone to establish whether they are on track to achieve the Early Learning Goals. Data is submitted onto Arbor at Milestone 4. Pupil Progress reports are produced by the EYFS teacher at each milestone.

##### **4.4.1 Reception Baseline Assessment (RBA)**

The Reception Baseline Assessment is a statutory assessment, taken in the first six weeks in which a child starts reception. There is statutory guidance for the administration of the RBA and will be followed by the school.

##### **4.4.2 Assessment at the end of EYFS - The Early Years Foundation Stage Profile (EYFSP)**

Each child's level of development is assessed against the early learning goals. These indicate whether children are meeting *expected* (2) levels of development, or if they are *exceeding* (3) expected levels of development, or are not yet reaching expected levels (*emerging* (1)). These assessments are shared in a transition meeting with the Year 1 teachers during the Summer Term, alongside information around the whole child. This information assists with planning, teaching and learning for the children's start in Year 1 in September.

#### **5. Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. We endeavour to provide an environment with ample quality resources for all children, but that is organised to promote the development of sharing, turn taking and co-operation. Resources promote self-selection and are easily seen and accessible to all children to encourage independence and ownership of play. The indoor environment is organised to support all the different areas of learning with weekly enhancements made in accordance with assessment and children's interests. The outdoor environment provides experiences that cannot be accessed indoors and free-flow to this environment happens during child-initiated learning times. Defined areas of learning are evident throughout but it is actively encouraged for children to use resources across these areas so children's play boundaries are not restricted. At Shipton Bellinger Primary School we strongly believe that children should be bumping and tripping over opportunities to learn and so resources to promote this can be seen across all areas of learning. Display boards are used to show the learning journey of the children with their work, photographs and comments shining out.

#### **6. A Unique Child**

We recognise that every child is a competent learner who can be happy, care for the environment, achieve, become resilient and work together with others. 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 assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **7. Positive Relationships**

At Shipton Bellinger Primary School, we recognise that children learn to be strong and independent from affectionate and secure relationships made with adults at home and at school. We aim to develop a caring, respectful, professional relationship with the children and their families. We understand the importance of a key person for children to feel safe and secure. The EYFS teacher is key for all children and is responsible for communicating with parents, meeting each child's individual needs and keeping records of all children. However, we understand that some children and families, especially vulnerable children or children with additional needs benefit from forming a further closer relationship with an adult in the setting.

### **8. Parents and Carers as Partners**

'Good parenting and high-quality early learning provide the foundation children need to fulfil their potential' EYFS Statutory Framework 2023

We believe that all parents and carers have an important role to play in the education of their child. We recognise the role that they have played, and their future role, in educating children. We do this through:

- talking to parents about their child before their child starts in our school during home visits;
- welcome meet and greet meeting at school during the summer term;
- the children and parents have the opportunity to spend time with their teacher before starting school during Stay and Play sessions;
- support children through the transition from pre-school to Reception with the children having a transition to starting full time. This is also to support staff and parents in getting to know each other as well as the children
- encouraging communication with the parents through an open-door policy. Parents evening is held once in the Autumn Term and once during the Spring Term for formal meetings. Parents receive a report on their child's attainment and progress in the Summer Term and half-termly progress reports each half term;
- inviting parents to attend termly class family celebration reflections

### **9. Transitions**

#### **From Pre-School to Shipton Bellinger Primary School:**

At Shipton Bellinger Primary School the transition from pre-school into infant school is recognised as a very important time in children's and parents' lives. We implement the following procedures to ensure it is successful for children, parents and school:

- contact made with parents during the summer term;
- EYFS staff and family worker (if required) visit all children in their home setting prior to starting school;
- the children have the opportunity to spend time with the EYFS team before they start school during Play and Stay sessions. Children are invited to attend sessions with their pre-schools, with their parents and individually;
- inviting all parents / carers to an induction and information meeting during the term before their child starts school;

- EYFS staff to visit children at their pre-schools during the Summer Term
- TPA meetings to be held for identified children

### **From EYFS to KS1:**

During the Summer term an effective transition programme is planned by teachers and SLT which reflects the specific needs of each cohort. At Shipton Bellinger Primary School we recognise the importance of providing ample opportunities for children to build a relationship with their new teacher and plan activities such as transition mornings, teacher swaps and story sessions to facilitate this. Children that are ready to do so are supported by their EYFS teachers to experience Year 1 type lessons during the Summer term where greater levels of independence and concentration are encouraged, and, during the Autumn term play based learning and continuous provision is still highly valued in Year 1 to aid a smooth transition for learning. The EYFS teacher will complete the transition document to support the Year 1 children to under the needs of each child in the class.

### **10. Inclusion and SEND**

All children and their families are valued at Shipton Bellinger Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning and provision is adapted to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity.

Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEND.