



'EYFS Policy'



Updated	Sep 2019
Reviewed	Sep 2020

**With God's help we
CARE - BUILD - FOLLOW - THINK**

Introduction and Aims

At Cottingham CofE Primary School we strongly believe that the opportunities and relationships in Early Years forms the crucial foundations for a lifelong love of learning. We believe that we are able to provide this through:



- Building strong relationships with children and families right from the beginning. With a carefully planned induction, this begins during the summer term before the children begin school. Home visits and opportunities for families to come in to school as well as planned sessions are key to these relationships.
- Working in key groups allows adults to form close relationships with children and families, intimate times for key workers to meet and greet the children each day and closely monitor children's emotional well-being.
- Enabling each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- Offering a structure for learning that has a range of starting points and unlimited opportunity for development;
- Encouraging children to develop independence within a loving, secure and friendly atmosphere;
- Supporting children in building relationships through the development of social skills such as cooperation and sharing;
- Helping each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

In doing so, we nurture 'The Characteristics of Effective Learning', allowing the children to develop these essential skills in engaging with other people and their environment, playing and exploring, active learning, and creating and

thinking critically . The skills underpin learning and development across all areas and support a child to remain an effective and motivated learner.

Curriculum

Within our Foundation Stage at Cottingham C of E, we follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. This clearly defines what we teach. The following policy details the specifics of our setting.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3). They support children's learning in all other areas and are known as the prime areas of learning.

The prime areas are:

- **Communication and Language** – Listening and Attention, Understanding and Speaking
- **Physical Development** – Moving and Handling and Self Care
- **Personal, Social and Emotional Development** – Making relationships, Managing Feelings and Behaviour and Self-Confidence and Self-Awareness

The specific areas of learning grow out of the Prime Areas and help children to develop essential skills and knowledge for children to participate successfully in society. The specific areas are:

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers and Space, Shape and Measures
- **Understanding the World** – People and Communities, The World and Technology
- **Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative

The EYFS also includes the 'Characteristics of Effective Learning' and Foundation Stage teachers plan activities with these specifically in mind. They highlight the importance of a child's attitude towards their learning and their ability to play, explore and think critically about the world around them. The three characteristics are:

- **Playing and Exploring** – the way that children investigate and experience things, and 'have a go'

- **Active Learning** – how children concentrate and whether they keep on trying if they encounter difficulties, and if they enjoy achievements
- **Creating and Thinking Critically** – whether children have and develop their own ideas and if they make links between ideas, and develop strategies for doing things.

Teaching strategies

Play - Learning through play is an important part of our Early Years classroom. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them.



The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

Adults within children's play

We believe it is important that adults take an active role in child- initiated play through observing, modelling, facilitating and extending their play. When an adult is present and can join in with a child's play, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. Adults use their own judgement to decide when it is appropriate to join in or question children during their play. Adults are encouraged to be timely and sensitive in their role, this is a demonstration of good practice.

We ensure there is a balance of adult led and child initiated activities across the day. Our continuous provision ensures that true self-initiated play can take place. Through a well-organised and carefully resourced environment, children are trained to select and use different areas of the classroom indoors and out.

Children are encouraged to tidy things away to their correct places 'choose it, use it and put it away'. This free flow time ensures that not all areas of the environment are planned by an adult. On the contrary it is led by the children and their changing interests.



We also use the 'Rainbow Challenge' to ensure that children receive a breadth of experiences, particularly ensuring that they are accessing learning that they may usually be reluctant to try. This links with the 'Have a go' characteristic of effective learning'. The Rainbow Challenge involves collecting coloured lolly sticks for various activities across different aspects of learning. Children are then rewarded with house points on collection of all colours.

Direct teaching

There are times throughout the day when more formal 'direct teaching' sessions take place. These activities are led by the teacher or one of the other members of the Early Years team and will have a particular focus depending on the next steps of the children. These sessions have a clear focus and will involve all of the children being engaged and focussed in the learning. Children will work with an adult on the following directed activities across the week:

- Phonics (Read Write Inc)
- Talk for Writing
- Maths (White Rose Mastery)
- Reading (Individual and group)

Assessment and observations

Assessment is an essential and important part of the Early Years for children's learning and development. This involves practitioners observing children in a variety of opportunities to gain an understanding of each child's level of understanding. This happens live throughout any taught session as well as during free flow times when children are embedding and extending any previous learning. These observations and assessments will then be used to shape and deepen any future learning. All member of staff with the Foundation Stage are involved within the assessment cycle and feedback their assessments of the children to the class teacher daily. Weekly meetings take place to discuss the progress of the children and their next steps to follow the children's interests and help them to progress in their learning.

Staff will gather observations and evidence through long observations, which document children's learning, snap shot observations, photographic evidence and pictures/writing. Some of which will be available as part of an online learning diary and some of which will form part of a folder which parents and children can access within the classroom.

At the end of Foundation Stage the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is also communicated to parents and carers in the child's end of year report.

Partnership with parents and carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. This begins well in advance of children beginning school through home visits and opportunities to visit. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. We meet and greet our parents every morning and encourage them to come in to the classroom each morning with their children. We have two parent's evenings within the academic year. Class Worship, church visits and other school trips for parents to come and join the children and adults in school. Further themed days may be planned throughout the year also.

Health & Safety and Safeguarding

Children learn best when they are healthy, safe and secure, demonstrate high levels of emotional wellbeing and when their individual needs are met. This includes positive relationships with the adults caring for them.

Our children receive free fruit and milk from a Government scheme. They bring water bottles from home so that we can ensure regular hydration. Parents contribute to the purchase of a healthy snack, which the children access during the afternoons.

During home visits, we endeavour to seek out individual needs and ways in which we can support physical development. This may include toileting needs. Children are encouraged to be independent in accessing the toilet and if they need to change clothes, they do so with the need for limited support. If children are not fully toilet trained we ask all parents to provide spare underwear and clothes for their children in case needed in their book bags, however, we do have some spare items in case these have not been provided. We ask that all clothing items are be named.

We take accidents in school seriously and record all accidents in our own accident book. We will always ring home if a child bangs their head or we feel that an injury is needs more attention. There is a trained Paediatric First aider in Foundation Stage at all times.

All staff have received safeguarding training and are regularly updated as required. Safeguarding procedures are in place and followed by all members of the early year's team.

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