



Early Years Foundation Stage
(EYFS)

Two are better off than one, because together they can work more effectively.
Ecclesiastes 4:9

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork. Our Golden Rule is to 'treat others as you would like to be treated'.

Our curriculum promotes the spiritual, cultural, intellectual, moral, mental, physical, health and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude. They will learn more about the world in which they live and begin to develop the skills, concepts and attitudes needed for learning and for life. We encourage each child to become enthusiastic, independent, responsible and resilient learners.

This policy should be read alongside other whole school policies, including Child Protection.

Early Years Foundation Stage (EYFS)

With effect from September 2020, we became an "early adopter" of the revised EYFS and Development Matters. The Statutory Framework for the Early Years Foundation Stage (DfE-00105-2020) sets the standards for learning, development and care for children from birth to five years old. All children in our Reception Class follow the EYFS.

The EYFS is based upon four principles set out in the Framework:

- 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. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

In addition, we use the non-statutory revised Development Matters guidance (DFE-00150-2020) to inform our practice. It states that there are seven key steps to effective practice:

- the best for every child
- high quality care
- the curriculum
- pedagogy
- assessment
- self-regulation and executive function
- partnership with parents

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime Areas

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

Specific Areas

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

In our school, RE, SMSC and British Values are also taught in Reception Class and these are very closely linked to the children's learning in Understanding the World.

All areas are delivered through a balance of adult led and child-initiated activities, often related to a topic or the children's interest. The characteristics of effective learning (playing and exploring, active learning and creating and thinking critically) are interweaved into our daily practice and planning. Play is also a key element of the children's learning in Reception Class and this includes role play with others and small world imaginary play.

Enabling Environment

The Reception Class is well resourced to provide an engaging and enabling environment for all the children. They also have their own outdoor learning area which is used all year round and also have access to the "Nature Space" which provides opportunities for exploring and learning in the natural environment. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active.

Inclusion

All children have access to the EYFS curriculum which is differentiated appropriately to their specific needs. This may include individual or group sessions with a teaching assistant to provide extra support or provide access to aspects of the EYFS. If appropriate, the SENCO will seek additional external support.

Role of Teacher

The class teacher is responsible for planning and delivering the EYFS for the children within their class, liaising with the co-ordinator when necessary. They will liaise with colleagues within school and preschool providers to ensure the provision is appropriate.

Teachers will continue to develop and update their skills, knowledge and understanding of the EYFS through appropriate CPD training.

Role of Teaching Assistants

Teaching staff incorporate into their planning the role of the Teaching Assistant. This may range from supporting the whole class session to working with small groups of children on a particular area of the EYFS. Teaching Assistants liaise closely with the teacher and give

feedback on the children's progress. In Reception Class, Teaching Assistants play a key pastoral role which may include supporting a child's personal care needs.

Parental/Carer and Community Involvement

Parents/carers have a vital role to play and the school seeks to work in partnership with parents. This begins with an initial induction process which includes home visits, and parent meetings providing general information about Reception Class, the EYFS and the teaching of reading. Other provision includes a reading record book, parent consultation evenings, class led collective worship and involvement in whole school and community projects. Parents are also actively encouraged to contribute to their child's on-line learning journal so that children's learning at home and at school can be shared.

Use of ICT

ICT is used where appropriate in the curriculum. Age-appropriate e-safety is taught and staff support pupils to use the internet responsibly in accordance with our Online Safety Policy.

Role of Subject Co-ordinator

The Early Years Co-ordinator oversees the implementation and delivery of teaching in Reception Class. They offer their expertise and guidance to other staff members and, where appropriate, lead staff training. They are also responsible for ordering any resources required.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process so that appropriate teaching strategies can be used. It is the responsibility of the class teacher to assess all pupils in their class, but peer and self-assessment are also equally important.

Throughout each year, it is the class teachers' responsibility to inform parents of pupils' progress, achievements and attainments either through verbal feedback or in the form of a written report. It is also the teacher's responsibility to carry out pupil assessments and keep record of their progress (see Assessment and Record Keeping Policy).

In June, each child will be assessed against the Early Learning Goals as "expected" (meeting the Early Learning Goal) or "emerging" (not meeting the Early Learning Goal yet) . This is a teacher assessment based on observations, discussions, questioning and evidence of children's learning. All Reception staff feed into these discussions.

In line with good practice, moderation activities take place each year. These could be across the school, the Senior Leadership Team, the Trust or as required by the local authority.

Teachers feedback to parents about aspects of their child's development in their annual report and share the profile with Year 1 staff to ensure a smooth transition into Key Stage 1.

Monitoring

The implementation of this policy will be monitored by the Head teacher, Co-ordinator and Governing body.

Evaluation, Review and Revision

This policy was written in April 2021. It will be reviewed in three years or before if it is felt appropriate. It was drawn up in consultation with the Head Teacher, members of the teaching staff and members of the Governing Body.

Signed:	Date:
Headteacher	April 2021
Signed:	Date:
On behalf of the Governing Body	April 2021
Next Review Date:	April 2024

Supporting Documents

DfE: Early adopter schools: framework for the early years foundation stage
Ref: DfE-00105-2020

New Development Matters: non statutory curriculum guidance for the early years foundation stage
Ref: DfE-00150-2020

Both documents may be viewed using the following link:

<https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>