

Early Years Foundation Stage (EYFS) policy

Thrybergh Fullerton CE Primary Academy



Statement of intent

At Thrybergh Fullerton C of E Primary Academy, we believe that children develop quickly (often from low starting points), our EYFS practitioners aim to do all they can to help children have the best possible start in life & acquire skills to be ready for their next stage of learning. We believe this is achieved by viewing each child as unique, building positive relationships with all adults involved with a child, providing enabling environments in which learning & development can take place.

Teaching and learning (Implementation)

The EYFS Coordinator with the support of SLT will be responsible for overseeing the planning, resourcing and monitoring of the school's EYFS programme. The subject matter covered in Foundation 1 and Foundation 2 classes reflects the requirements of the Early Years Foundation Stage, Development Matters Curriculum, which came into effect during the Autumn term 2020. Special focus will be paid to the understanding of which age & stage a child is working at (Birth to 3, 3-4 years or Reception) and providing every opportunity to build their skills, throughout the EYFS in order to be best achieve the ELGs & be prepared for KS1 at Thrybergh Fullerton C of E Primary Academy.

These skills include the development of the characteristics of effective learning:

- Finding out & exploring
- Playing with what they know
- Being willing to 'have a go'
- Being involved & concentrating
- Keeping on trying
- Enjoying achieving what they set out to do
- Having their own ideas
- Making links
- Choosing ways to do things

The EYFS programme will be delivered by staff using a broad range of strategies in which adults will help children learn, including:

- Interacting with children during planned & child initiated play & activities
 - Communication & modelling language
 - Showing
 - Explaining
 - Demonstrating
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- Exploring ideas
- Encouraging
- Questioning
- Recalling
- Providing a narrative
- Facilitating and setting challenge
- Taking into account children's interests & dispositions to learn

Staff will do this by providing appropriate equipment, a quality & enabling indoor & outdoor physical environment, as well as good structures & routines which establish high expectations.

Assessment & recording in EYFS

Children in EYFS will be assessed according to what they know, understand & can do. Children entering FS2 will be assessed according to the Statutory Reception Baseline within the first six weeks. Children will then be assessed in a range of contexts. Day to day informal checking of what children can do in relation to prime and specific areas of learning, will then be used to inform future planning, including children's next steps. Staff will observe, discuss & record noteworthy achievements towards the ages & stages (Birth to 3, 3-4 years, Reception) and later Early Learning Goals.

EYFS practitioners are not expected to record unnecessary evidence. They may keep notes, photographic evidence & children's outcomes in order to support them to articulate how they have arrived at assessment judgements. Teachers will discuss their judgements as a collaborative process with colleagues, SLT, academy staff & at Local Authority agreement trialling. Staff will also refer to exemplification materials to support the process.

Assessment will be based on professional knowledge but also take account of contributions from the child, their parents & other adults who interact with the child. Assessment will be used to support the identification of any child who may be at risk of falling behind in order to plan for support to be put in place.

At the end of FS2 children will be assessed on a holistic view of what they can demonstrate against each of the 17 Early Learning Goals. Children will be assessed as Emerging or Expected in relation to each of the Goals. These judgements will be shared with parents/carers & year 1 staff.

SEND/Equal Opportunities

Where a child has (or is suspected of having) SEND in EYFS, teachers will take care to ensure the child is able to demonstrate their progress & attainment. This will be done by capturing where a child started, assessing the best way to promote learning according to the child's interests and schemas & promoting learning & development of next steps. Within the EYFS children will be encouraged to use their preferred mode of communication for all the ELGs (except speaking).

A graduated response will take place involving the class Teacher, school SENDCo, family, child's view & outside agencies if appropriate.

At Thryebrgh Fullerton we ensure:

- Differentiated and stimulating activities to suit the ability of the children
- Access to appropriate materials and equipment
- Early identification of cause for concern, along with intervention
- Involvement of outside agencies if applicable
- SEND assessment programs in order to set individual academic and/or SEMH targets
- high expectations for every child

Leadership and management

The SLT are responsible for:

- Ensuring EYFS staff have access to training & advice on all aspects of assessment & curriculum in EYFS
- Ensuring teachers attend moderation meetings within school & possibly with other schools
- Ensuring that parents are provided with written information of their child's progress against the ELGs at the end of FS2
- Ensure that parents have opportunities to discuss their child's progress
- Discussing any intentions to defer a child in EYFS in exceptional circumstances with the LA

The EYFS staff will be responsible for:

- Contributing to the development of the EYFS Policy and teaching EYFS programmes
 - Administering the RBA in FS2
 - Developing schemes of work and lesson plans in line with the school's EYFS Policy and the objectives of the EYFS curriculum.
 - Facilitating the teaching of their EYFS curriculum, including coordinating activities and resources within their indoor & outdoor areas.
 - Assessing and recording pupils' progress and keeping the EYFS Coordinator apprised of this.
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- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days
- Meeting with teachers to discuss children at transition times
- Ensuring ongoing dialogue with parents to get a clear picture of the child's learning & development
- Upholding school policies & procedures
- Keeping apprised on current affairs and best practice on the EYFS curriculum, and applying this to their work.

September 2024

