



Raunds Park Infant School

EYFS policy

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Other policies linked to this policy :

1 : [Teaching and Learning Policy](#)

2 : [Teaching and Learning](#)

3 : [Marking and feedback](#)

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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Raunds Park Infant 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.

We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

This policy should be read in conjunction with the whole school Teaching and Learning Policy and the other policies referenced in this document.

Key Principles –

Children learn best when learning is vivid and real, and supported by planning that clearly shows learning outcomes and progressions

What this looks like in practice –

- Topics are based on Cornerstones curriculum, the children’s interests and ability also feed into planning. A least 6 units will be taught each year. Units can last for a month or more, depending on the children’s interest in the unit. Units are designed to be used as a springboard for teaching and learning and designed so that the children’s interests can be followed. Units are play based and cross curricular.
- Units contain a memorable experience that ensures learning is vivid and real. The local environment and community are used to enhance teaching and learning through walks, visits and visitors.
- Planning must clearly show the adult’s role in the teaching and learning, the adult focused tasks and the independent learning opportunities. Teaching and learning will be a carefully planned balance between adult-led and child-led learning. In the last term the children should experience more adult-led learning to help them prepare for the move to Year One.

Children learn best when they have secure basic skills in literacy, numeracy and ICT, and can express themselves verbally well.

What this looks like in practice –

- Children are taught synthetic phonics in a structured, methodical way using Read, Write Inc.
- Kinetic letters is used to develop fine motor control skills and handwriting.
- Children should have at least one focused writing session a week. As the year progresses children should also participate in shared writing sessions. Other opportunities to write daily should be provided through the continuous provision.
- Numeracy is taught both as a discrete subject using the Abacus scheme, and also in a cross-curricular approach across all areas of provision. Communication is given a high priority. Children are encouraged to express themselves using full sentences. Staff should model this and introduce new vocabulary. The use of “why” and “how” questions should encourage children to express their reasoning and thinking.
- Children will have opportunities to learn basic ICT skills through direct teaching either in the ICT suite or in the classroom alongside opportunities to practice these skills in the classroom. Children should have regular opportunities to use laptops and tablets to support learning in all curriculum areas. Other opportunities to learn ICT skills to fulfil the requirements of the EYFS should be shown in planning, for example the use of programmable toys.
- Children should have opportunities to practice these basic skills in adult led tasks, and through independent tasks and through continuous provision. Opportunities for learning basic skills should be provided both inside and outside.
- Home learning should be given to support these basic skills, particularly in literacy and numeracy. This includes blending pots, number pots, formation practice and reading books. Children are given Family Challenge homework from term 3 onwards. Completion of this is acknowledged and rewarded at the end of term.

Children learn best when the learning environment is interesting, the atmosphere is purposeful and they feel safe.

What this looks like in practice –

- The two foundation stage classes operate as a foundation stage unit. Each child has a class base, this is where they receive the majority of their whole class teaching and where the register is taken. The base helps them to feel secure particularly when starting school. The children for most of the day have free-flow play between both class bases, craft area and outside areas.
- The unit comprises of carefully chosen “areas of provision”. These areas of provision are planned for jointly and designed to support learning in all seven areas of learning and development. These areas support the continuous provision available. Areas of provision consist of resources that generally remain in the area, enhanced by carefully chosen additional

resources designed to enhance teaching and learning. Enhancements should be carefully chosen and be shown on planning. Continuous provision should be open ended to encourage children to think, explore and investigate.

- The school believes that the EYFS should provide a strong and positive foundation for early learning and that it is crucial that high quality resources are provided. Significant amounts of money have been spent on resourcing the unit, including Community Playthings furniture, and this investment will continue in as far as the budget allows. When resources are purchased they should be – good quality, open ended and designed to support creativity and exploratory play.
- Children are supported to feel safe by their gradual start to school over a three week period. This time is spent focusing on developing relationships both between children and adults and between the children themselves. Children are gradually introduced to the different parts of the unit, and helped to understand the expectations and rules associated with each area. The class teacher is the named key worker for each child in their class, although all adults working in the unit are expected to develop positive relationships with all children in the unit.
- The children in Reception are expected to follow our Golden Rules and work within our whole school behaviour management system. Children are rewarded appropriately.
- All of the statutory requirements of the EYFS are followed in order to help keep children safe. Children are helped to understand how to keep themselves safe through Protective behaviours work and other PSHE work.

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child.

What this looks like in practice –

- Initial assessments are carried out when the children start school and over the first 6 weeks in school. These form our baseline assessment judgements. These judgements help us identify individual children's strengths and weaknesses, and help identify any children that may need additional support or intervention. These assessments are primarily observation based.
- Assessments over the year are recorded using ILD (Interactive Learning Diary). These are based on observations and assessments drawn through adult-focused learning and independent learning.
- Work is marked and feedback given in line with the marking and feedback policy as appropriate to the age and development of the child.
- Planning should be based on the needs of the children and on assessment and this should be clear to see in planning documents. Planning should clearly allow for opportunities to learn new skills as well as practice of previously taught skills.
- Children are assessed throughout the year using Development Matters statements and progress towards end of year expectations is tracked using O-track. Children who are at risk of not meeting expectations are identified and extra support given. This may be from the class teacher, class teacher

assistant, SEN assistant or other support staff. Pupil Progress meetings are carried out to monitor progress and identify issues early on.

Children learn best when there are strong links between home and school, and the importance of parental involvement in their child's learning is recognised, valued and developed.

What this looks like in practice –

- There is a well-planned induction programme that starts before the child begins school. This includes staff visiting children in their pre-school setting where possible, children visiting the school with and without their parents and an evening information session for parents.
- All parents are invited to an information evening in the first term of the Reception year where information is shared about how children are taught and learn in the EYFS, including how this can be supported at home.
- Communication is shared with parents through the use of a home/school diary and the use of ILD. Parents are encouraged to contribute to ILD and share celebrations of their children's learning and development. Twitter is also used as a method of communication.
- Parents are encouraged to support their children's learning at home through activities being sent home over the year such as blending and number activities. Support for parents on how to help their child is also given through the school website with information on areas such as Numicon and phonics.

Transition

In this document "transition" describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

Rationale

At Raunds Park Infant School, we endeavour to ensure a smooth transition for pupils entering school into Reception from pre-school settings. Children and parents need to feel happy, comfortable, reassured and confident to face the challenge of starting a new school. We recognise that pupils are vulnerable at stages of transition. We implement a range of strategies and activities to ensure a smooth and happy transition.

At Raunds Park Infant School we use the following processes –

Transition from Pre-School to Reception –

- The class teachers visit all children (where geographically possible) in the pre-school setting and talk with the child's key workers. If this is not possible we will endeavour to have a telephone conversation. At these

meetings we complete an information sheet on each child where we gather information about their likes and dislikes, friendship groups and other important information.

- A new entrants evening is held during the summer term. Parents can meet the Head teacher and Reception Team. The evening offers parents information about the initial settling in period, informs them who their child's class teacher will be and gives them the opportunity to ask any questions about their child starting school.
- A play afternoon is offered during the Summer term when parents can bring their child to school and explore the setting together.
- A second play afternoon is offered when the children spend time in the setting without their parents with their new class teacher and classmates.
- Pre-school settings pass on Transition documents to the school in the final weeks of the Summer term. These are a useful way of gathering further information about the child.
- Meetings are held with parents and staff of any identified children needing extra support in order to aid transition. Where possible staff from the pre-school setting will be invited to attend this.
- Staggered entry – the children attend school in smaller groups for the first three weeks. In the fourth week, children attend as a full class for the morning as stay for lunch. In the final weeks of the first term, children are generally offered full time education. Some children may need a slower entry into school, this may happen if agreed with parents and school.
- Initially children will have separate playtimes to the rest of the school, supervised by the Reception team.
- A curriculum evening is offered for parents towards the end of the first Autumn term to explain how children learn in the Foundation Stage and how parents can support at home.

Transition from Reception to Year 1 -

The Year 1 curriculum builds on and extends, the experiences children have had in Reception. Year 1 is the first year where children follow the National Curriculum. We endeavour to make the transition as smooth as possible. In Year 1 the classrooms have a similar set up to Reception with defined areas for learning, such as a reading corner, mark making area and a shared outdoor space. The children continue to have opportunities for play based learning alongside more formal teaching approaches.

In addition to the above we –

- Have a separate entrance for Year 1 so that the children are not overwhelmed. A member of staff is always available to greet parents and children at the start of the day, and to say goodbye at the end.
- Provide Reception children the opportunity to have an afternoon in their new Year 1 class to get to know the teacher and the new layout of the classroom and class routines. Additional support will be given to any children that the staff feel may find the transition hard. This may include the use of personalised photo books and more frequent informal visits to their new classroom.
- Year 1 teachers visit Reception and spend time getting to know their new class.

- Assessment data is shared with the child's new class teacher, as well as information about the child that may impact on their learning and development.
- A "Meet the teacher" night is held early on in the Autumn term so that parents can meet their child's new teacher and find out about Key Stage One.