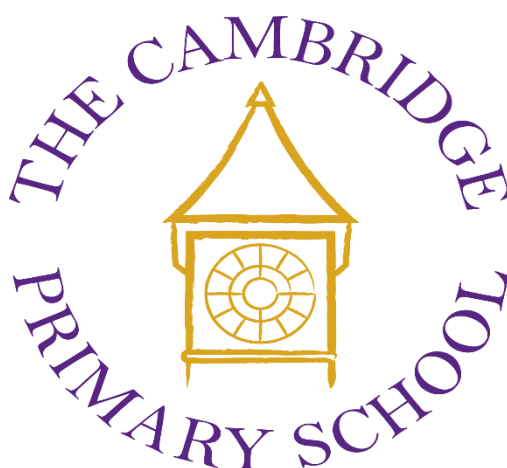


THE CAMBRIDGE PRIMARY SCHOOL

'Inspiring Minds Together'

EYFS POLICY

2020



Date of Approval:	May 2020
Date of Next Review:	May 2021

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The Cambridge Primary School

EYFS Policy

‘Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.’ Development Matters, 2012

INTENT

At the Cambridge Primary School, we intend to:

- Make every child’s first experience of school happy, safe, positive and fun with the welfare of the child central to our provision of care, learning and play.
- Value the individuality of the children and ensure that regardless of their needs, all learning opportunities allow access and opportunities to stretch and challenge.
- Enhance the natural curiosity every child starts their school journey with by providing a curriculum based on active learning in a stimulating environment that develops interest, excitement and motivation to learn.
- Foster and nurture children’s self-confidence so they are brave and recognise and fulfil their individual potential and special talents.
- Provide opportunities for children to take ownership of their learning and behaviour by making choices which will foster confident, independent and innovative learners and thinkers.
- Support children to develop care, respect and appreciation for the environment in which they live and for others, including those with beliefs, cultures and opinions different to their own.
- Promote collaborative learning by encouraging children to develop positive relationships with their peers and other members of the school community.
- Encourage parents and carers to become active partners with the school.
- Ensure there is a smooth and effective transition between Early Years and Key Stage 1.

IMPLEMENTATION

At the Cambridge Primary School, our intent is implemented in accordance with the government's document, 'The Statutory Framework for the Early Years Foundation Stage' (EYFS). This document sets standards for the learning, development and care of children from birth to five years old. It is based on four key principles: A unique child; Positive Relationships; Enabling Environments; Learning and Development. Reception is the final year of the EYFS.

First Experiences

Making every child's first experiences of school a happy one begins before they step foot into the classroom, wearing their uniform on their first day. We strive to make sure that when children enter the Cambridge, they are full of positive emotions – excitement, confidence and happiness so they settle quickly into school, learning and developing from day one.

Our implementation:

- Children are encouraged to visit the school with their parents on open days and tours before applying for a school place.
- Open communication is encouraged between school and parents once school places have been offered, to form positive links with families.
- Parents of children with specific needs will liaise with the SENCO, Head Teacher and class teacher to ensure an efficient transition.
- Visits to school during the summer term, prior to starting school. These are arranged in groups so the children do not feel overwhelmed. The children spend time playing in their class and the outside area whilst getting to know their peers and the EYFS staff. Staff start to form bonds with the children and get to know their interests and needs. Parents spend time with their children before joining Mrs Kennedy for an induction meeting. This is where the Reception curriculum will be shared to enable parents to understand the value of supporting their child's home learning. Following the presentation, there is a chance for parents to get to know each other over refreshments.
- Children receive a booklet with photographs of the school, including their new classroom, uniform and class teacher.
- Families are invited to a picnic in the Reception outside area, during the summer term, prior to starting school. This event is a further opportunity for the children to play in their new learning environment, make friends and see the EYFS staff.
- Reception staff communicate with pre-school settings to discuss the children's interests and how they like to learn.
- Reception staff may visit children in their pre-school settings during the summer term to observe them in a learning environment.
- Reception staff visit the children in their own home during the first week of the autumn term. This helps the child to get to know and build relationships with their key adults in their own environment and provides further opportunity for further discussion between parents and staff.

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- Reception children are given a 'Buddy' from Year 1. They receive a welcome card from them during one of their visits and opportunities to meet them at lunchtime during the autumn term are planned.
- Children have a slightly staggered start to staying at school for the whole day once the autumn term begins. They attend for a morning, a morning including lunch and then for the whole day.

Individuality

'Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.' Development Matters, 2012

At the Cambridge Primary School, it is our privilege to ensure that in a safe environment, we continue to encourage every aspect of a child to develop. This is regardless of starting point and by inspiring them to continue being curious and providing opportunities for their lively, enquiring minds to grow.

We implement:

- Support for each child to develop an assured and confident sense of their own identity. This is through all adults modelling positive attitudes towards diversity, challenging stereotypical ideas and showing equal respect to all our children and families.
- On-going observations of each child as they play and carry out every day and planned activities. This includes gaining valuable information from parents about what the child does at home.
- On-going reflection of the observations including how the child interacts and communicates, how they tackle and solve problems and their play preferences.
- On-going assessment, when the observations and reflection helps to identify where the child may be on their own developmental pathway including any possible barriers to making next steps.
- On-going planning where the aforementioned information is considered and next steps are planned for and adjusted so each child is engaged and supported to be stretched and challenged. This is known as the Observation, Assessment and Planning cycle.
- The swift identification of any need for additional support, working with the SENCO and external agencies, where necessary, to sensitively support the child, family and school. For further information, please see the SEND policy.

Curriculum and Environment

We aim to deliver an exciting, engaging curriculum that provides individual and appropriate challenge. This is through playful activities and rich learning opportunities which are relevant to all the children's cultures and communities. Children will be supported to take risks in an environment which offers stimulating resources and encourages exploration.

Our Implementation:

- The curriculum is brought to life through topics. These are based around questions such as, 'What happens when I fall asleep?', 'Are we there yet?' and 'Do cows drink milk?' The questions spark curiosity and are the starting point for each half term with relevant learning

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opportunities planned across the prime and specific areas of learning and development (see below*).

- High quality books with rich language are shared throughout each topic to instil a love of reading and books whilst developing vocabulary.
- Each topic begins with a 'Hook Day.' These are designed to capture the children's interest and enthusiasm along with setting the topic 'in context,' as they come to school dressed 'in role' or take part in a special activity.
- Learning is presented in a range of ways in Reception as we understand children learn and develop differently. There are some tasks the children must complete during the school day, such as short adult-led phonics and maths sessions in addition to small group work. For the majority of the day however, the children are free to move between the indoor and outdoor learning environment, regardless of weather, for 'Busy Time.' This is when the children interact with the carefully planned activities and resources which leads to vital child-initiated learning.
- The learning environment is organised to support child initiated learning, allowing the children to learn and explore safely be active, quiet, creative, investigative, independent and collaborative. There are defined learning areas, where children are able to find challenges, resources and equipment independently. The learning areas include: Role Play, Writing, Creative, Maths, Reading, Story-Telling, Computers, (Interactive Whiteboard, Tablets, Headphones, Cameras), Investigation, Construction, Sand, Water, Mud Kitchen and Physical Development including Finger Gym and sport's equipment.
- During 'Busy Time,' the Reception staff observe the children playing, as a means of informing the Observation, Assessment and Planning cycle. Additionally, they become 'play partners,' playing alongside the children to extend knowledge, vocabulary and deepen understanding.
- When planning children's next steps, the teachers consider ways to support each child to strengthen and deepen their current learning and development. All planning is child centred and based on the needs and interests of the children, whilst taking into consideration the knowledge, skills and understanding set out in the EYFS curriculum.
- Learning at school is complimented by home learning. There is the expectation that children read and are read to daily, phonics games are sent home to complete weekly and fun projects are suggested for each topic that can be completed at home to extend learning and embed understanding.

The Prime Areas of Development - lay the foundations for children's success in all other areas of learning and of life:

- ❖ **Personal, Social and Emotional Development** (including making relationships, self-confidence & self-awareness and managing feelings & behaviour): This area focuses on children learning to work, play, build relationships, co-operate with others and function as a group beyond the family. Aspects of PSED are constantly promoted right across the curriculum as well as in specific activities, such as circle time and discussions promoting a positive sense of themselves.
- ❖ **Physical Development** (including moving & handling and health & self-care): Children develop physical control, mobility, awareness of space and fine and gross manipulative skills both inside and outside. Dance, gymnastics and small game apparatus are all used in the curriculum. Fine

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motor skills are developed to enhance the progression of writing including tracing, colouring, painting, cutting, threading, dough, clay and many other aspects of manipulative play.

- ❖ **Communication and Language** (including listening & attention, understanding and speaking): All children are encouraged to participate as speakers and listeners in a variety of situations and for a range of purposes and audiences, using and extending language in an imaginative way. They are taught to express their thoughts and feelings.

The Specific Areas of Development - provide the range of experiences and opportunities for children to broaden their knowledge and skills:

- ❖ **Literacy** (including reading and writing): Reading and writing opportunities take place in a variety of ways, some teacher led and some child initiated. The children begin by singing, reciting nursery rhymes, rhyming games and identifying sounds through listening games. Children need secure skills in listening and hearing rhyming patterns if they are to make good progress in phonics and reading. After a brief settling in period, the children will begin learning the letter sounds and tricky words through the structured daily phonics program called 'Letters and Sounds.' Each week, the children will bring home a 'phonics' reading book that matches the sounds they know. They keep this book for a week and are encouraged to re-read it daily to develop word recognition, blending skills and subsequently fluency. They also bring home a 'family' reading book that can be changed daily and is at a higher level than the child can read independently. This book is to share as a family and develop a love of reading and books. Writing, in the form of mark-making, is encouraged from the time the children start at The Cambridge as a way of expressing themselves and recording meaning. The development of pre-writing skills and co-ordination are supported through fun, independent and regular adult led activities whilst children can practise their developing skills during meaningful play opportunities within in the learning environment. When ready, we teach the children to form letters using the cursive style.
- ❖ **Mathematics** (including number and shape, measure & space): This involves developing aspects of mathematical understanding through stories, songs, games, imaginative play and many other practical activities. Children learn about counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shape, space and measures. Problem solving skills are developed by real life situations, both spontaneous and planned.
- **Understanding the World** (including people & communities, the world and technology): This area includes Geography, History, Religion & World Views and Computing. From this area, children develop knowledge and understanding of their immediate and local environment and compare it to other environments around the world. They reflect on the people who are important in their lives both past and present. Children are involved in practical experiences which use investigative skills, such as observing, predicting, recording and communicating findings. Some of these experiences are child led and some begin with adult support before moving to independent enquiry.
- **Expressive Arts and Design** (including exploring & using media and materials and imagination): This area of learning and experience develops children's imagination and ability to communicate and express ideas and feelings in creative ways both indoors and outdoors, through art, music, drama, dance and role play. Expressive arts and design activities involve designing and making by choosing and using appropriate materials and equipment to cut, join, fold and build.

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Learning Characteristics

We consider it is of vital importance that children learn and develop positive characteristics as individuals alongside academic knowledge and skills. These are qualities that will ensure they continue to learn and thrive throughout their school life and beyond.

We will foster the school's own characteristics of being brave, innovative, collaborative and taking ownership:

- **Brave-** Children are supported to recognise, demonstrate and enhance their individual talents as a process of developing self-confidence. Challenges faced are celebrated and discussed daily during learning reflection time in the supportive and positive environment we strive to create. This will encourage the children to develop the resilience to attempt challenge, solve problems and to keep trying with a task despite experiencing difficulties.
- **Innovative-** Children are given the chance to express individualism in their learning so they become creative, independent thinkers. As their confidence grows, children are guided to find more than one way to complete a task or solve a problem; to be creative through different media and resources and to evaluate what they have done and modify accordingly.
- **Collaborative-** Children have opportunities to work and play alongside others as partners, in small groups and as a class. As members of the wider school community, children can work together in the School Council and on other projects. They will begin to learn the value and skills of working together towards a common goal. This characteristic is developed through the modelling of warm, respectful relationships and positive attitudes towards diversity. Stereotypical ideas are challenged and all families are welcomed, valued and respected equally which fosters a sense of belonging. Children are subsequently supported to develop a positive sense of their own identity and culture in addition to respect for others, including those with beliefs, cultures and opinions different to their own.
- **Ownership-** Children are encouraged to steer their own learning across all areas through the choices they make. This is supported through guidance that regularly prompts simple self-reflection and evaluation. The children can choose what, how and where they play and learn; the resources that will help them; the amount of challenge they are ready for and risks they want to take. They will take increasing responsibility for initiating their own lines of enquiry and investigation. Children are also encouraged to take ownership of their behavioural choices. To help them stay safe, they are educated about rules and boundaries; why we have them and why we should follow them. Within the safe environment of The Cambridge Primary School, we encourage the children to make choices, take responsibility for their choices, whilst teaching them to recognise and avoid hazards.

We will encourage the Characteristics of Effective Learning, as outlined in the Development Matters Document (2012):

- Playing and exploring- (their engagement) – provided through a balance of adult led and child initiated planned, purposeful learning experiences.
- Active learning- (their motivation) developed through providing opportunities where the children have some independence and control over their learning and activities, making decisions and taking ownership over their learning

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- Creating and thinking critically (their thinking) – encouraging children to develop their own ideas, make links and decide ways of doing things. Adults support this and offer encouragement through clarification and open ended questions.

Parents as partners

We recognise and value the important role parents play in education as they know their child best. Consequently, we encourage parents to engage in an active partnership with the school. This results in a positive impact on the child's development and parents that feel secure to share important information, seek advice, help and support should they need it. It helps the child to feel safe and secure while in the setting if they see that their parents feel comfortable there. It creates a shared level of expectation, improves the child's outcomes and ensures every child has their individual needs met. The success of this strong partnership is based on a two-way flow of information, knowledge and expertise.

Our implementation:

- A strong induction and transition programme into school and into Year 1 (see First Experiences and Transition to Year 1).
- Parents are encouraged to talk to their child's class teacher without delay if they have any concerns or queries. This is through an open-door policy where parents can talk with the class teacher briefly at the beginning and end of the school day. Parents are welcome to make arrangements at drop off, pick up, by phoning or emailing the school office to arrange a longer discussion or meeting.
- The use of the online Learning Journal 'Tapestry' for parents to engage in their child's learning at school and equally to share home learning and experiences.
- The Reading Record book which parents and carers are encouraged to use to comment on their child's reading at home. Parents are advised to listen to their child read each night.
- Regular newsletters, informing parents of upcoming dates for the diary, events at school and in the community, and year group pages that summarise and celebrate recent learning.
- A weekly phonics letter that outlines the sounds and words taught during the week with resources and ideas for activities that could be carried out at home to support phonics development.
- A curriculum overview letter for each topic that outlines the learning experiences planned to take place in school over a half term.
- Home learning challenges with suggestions on how to support and enrich the children's learning.
- Weekly opportunities to see the children's learning in practise through 'Stay and Play' sessions. These are for parents (or grandparents and other carers) to play with their child in the learning environment every Friday from drop off until 9.15am. Unfortunately due to Health and Safety, younger siblings are not able to attend these sessions and for safeguarding reasons all phones and mobile devices must be kept out of sight in bags or pockets and NO photographs can be taken.
- A range of activities, throughout the year, that encourage collaboration between child, school and parents, for example class assemblies, parent lunches and Design and Technology days. This also extends to accompanying children on school visits.
- Parents are invited to coffee sessions and workshops to develop their understanding of ways to support their child's development at home.

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- Parents' evening during the autumn, spring and summer term to discuss children's individual progress and targets with class teachers. A written report is also provided at the end of the academic year.
- Parents are invited to take part in regular surveys regarding developments within school.

Transition to Year 1

Transition between year groups is an important step for children and we acknowledge that the step from Reception to Year 1 is a significant one due to the expectations of moving from the Early Years to the National Curriculum. There are many elements to ensuring children at The Cambridge experience a smooth and effective transition, as listed below, however we believe every child is unique, so the transition experience will be tailored to meet the child's individual needs.

Our implementation:

- Reception children meet Year 1 staff at lunch time, during weekly assemblies, monthly reading buddy sessions and through other whole school activities during their Reception year.
- Reception and Year 1 teachers work together throughout the year to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible for each cohort.
- Reception and Year 1 teachers meet during the summer term, and discuss at length the individual needs of the children.
- EYFS Profiles and annual reports are passed on to the Year 1 teachers and discussed.
- SENCO, parents, Reception and Year 1 teachers meet during the summer term to discuss any additional needs and support.
- Reception children complete transition activities throughout the summer term which are documented for parents on Tapestry and in the newsletter.
- Reception children visit their new Year 1 class and teacher for a 'move up' day (additional visits are arranged as necessary).
- Year 1 teachers visit the children in their Reception classes during the summer term.
- Activities are arranged for Reception children to spend time with their Year 1 buddy in their new classroom.
- Parents and children have the opportunity to 'meet the teacher' together and spend time in their new classroom at the end of the summer term.
- Year 1 maintains many similar routines to Reception and the classrooms include learning areas and resources that are recognisable too.
- The learning for the first half term of Year 1 follows a similar structure to Reception.
- Children who have not met the early learning goals will continue to follow the EYFS curriculum to develop their skills but through the Year 1 topics.

IMPACT

At The Cambridge Primary School, we adhere to the principles of assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress, this is based on ongoing observations of what the children know and can do. This enables us to plan the next steps to meet their development and learning needs. All

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adults who interact with the child contribute to the assessment process, this includes parent voice. Children are also encouraged to assess their own learning, primarily through discussion.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, other focused assessments e.g. sound/number and high frequency words, annotated examples of independent work, photographs, and information from parents. We plan for observations when undertaking short term planning. Some of these observations and assessments are recorded using an online learning journey, Tapestry. Each child has a profile and the assessments are attached to that child's profile.

Summative assessment

Individual assessments are recorded using the Scholar assessment tracking tool for the EYFS. On-entry baseline assessments are entered into the system based on transition documents from pre-school settings and initial observations. During the year the children continue to be assessed against the development statements. This summarises all of the formative assessment undertaken and makes statements about the child's achievements. It summarises children's progress and allows the school to see if the children are making progress and working at an age appropriate level.

Monitoring Impact

Class teachers, alongside Senior Leaders and the SENCO meet termly to review the attainment and progress of children and key groups of children. These meetings also review the actions put in place to support children who are not working at expected or are not making expected progress.

Further termly analysis of the assessment data by the Senior Leadership team, enables us to reflect on the EYFS profile to ensure the curriculum offered is accessible for all and meets the needs of the children.

Teachers participate in regular in-school, cross-academy trust schools and local authority group moderation meetings. This provides an external quality assurance and validation of our teacher assessments. The EYFS Profile data is analysed by the Head Teacher, the EYFS leader and the Governing body.

For more information about our school's EYFS outcomes, visit our website

<https://www.cambridgeschool.hants.sch.uk>