



1 Introduction

- 1.1 The EYFS applies to children from Rising three years of age to the end of the Reception year. Key Stage 1 begins for our children at the beginning of Year 1. EYFS is important in its own right, and in preparing children for joining the Lower School. The Early Learning Goals set out what is expected of most children by the end of the EYFS.
- 1.2 Children in our Preparatory Department learn a great deal. The early education we offer our children is based on the following principles:
- it builds on what our children already know and can do;
 - it ensures that no child is excluded or disadvantaged;
 - it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
 - it provides a rich and stimulating environment.

2 Aims of the EYFS

- 2.1 The curriculum underpins all future learning by supporting, fostering, promoting and developing children's:
- personal, social and emotional well-being;
 - positive attitudes and dispositions towards their learning;
 - social skills;
 - attention skills and persistence;
 - language and communication;
 - reading and writing;
 - mathematics;
 - knowledge and understanding of the world;
 - physical development;
 - creative development.

3 Teaching and learning style

- 3.1 Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in EYFS just as much as they do to the teaching in Key Stage 2.
- 3.2 The more general features of good practice in our school are:
- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
 - the understanding that teachers have of how children develop and learn, and how this affects their teaching;

- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within EYFS.

4 Play in EYFS

- 4.1 Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

5 Inclusion in EYFS

- 5.1 At Micklefield we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our policy on school inclusion).

- 5.2 In EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

- 5.3 We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;

- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

6 The EYFS curriculum

- 6.1 The curriculum for EYFS in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.
- 6.2 The Early Learning Goals are in line with the objectives in the National Literacy Strategy and the National Numeracy Strategy. By the end of the Reception year in our school, children have a daily mathematics and literacy lesson. Teachers initially address the requirements in a flexible way but, as part of the smooth transition to Key Stage 1, they put daily literacy and mathematics lessons into operation by the end of the Foundation Stage.
- 6.3 The Early Learning Goals provide the basis for planning throughout EYFS. Teachers use the national schemes of work where appropriate to support the planning for individual children. Our medium term planning is completed half-termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those working towards Levels 1 and 2 of the National Curriculum.

7 Assessment

- 7.1 We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in EYFS takes the form of observation, and this involves the teacher and other adults as appropriate.
- 7.2 During the children's first half-term in the Reception class, the teacher assesses the ability of each child using the PIPS baseline assessment scheme. We send the results of these assessments to Durham University for analysis. The LEA returns these assessments in January and we then use them to identify patterns of attainment within and across the cohort of children. We use this information to modify the teaching programme for individual children and groups of children.
- 7.3 The teacher completes the PIPS assessment again at the end of the child's Reception year and records each child's attainment level. The child's next teacher uses this information to make plans for the year ahead.
- 7.4 Each teacher keeps progress books and uses these to record examples of each child's work. These progress books contain a wide range of evidence that we share with parents at each parental consultation meeting.
- 7.5 Reception and Preparatory parents receive a bi annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. Reception teachers complete the EYFS profile for submission to the LEA in June each year.

8 The role of parents

8.1 We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our nursery, usually in Parent and Toddler Group;
- the children have the opportunity to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our nursery;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a regular formal meeting for parents at which the teacher and the parent discuss the child's progress in private Reception and Preparatory parents receive a bi annual report on their child's attainment and progress and responses are welcomed.
- having flexible admission arrangements (depending on numbers) that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's form teacher. We invite parents to curriculum evenings to discuss the kind of work that the children undertake in the Reception classes.

9 Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Mr R M Ardé
Headmaster

Mrs J Hamilton
Chair of Governors

Reviewed: September 2020
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(Earlier if changes are made to EFYS regulations)