



## Christ Church CofE Primary School

### EYFS Policy

In the Early Years Foundation Stage at Christ Church Primary School, our mission is to provide an enabling environment which promotes the learning and development of every child attending our setting. Our EYFS curriculum is designed to ensure that children develop the knowledge, learning and skills that they need to succeed in life, become life-long learners, confident communicators and have the skills to self-regulate. Our learning includes a balance of discreet, adult-led sessions and carefully planned continuous provision where children have the opportunity to investigate and apply their learning using both the indoor and outdoor environments. All staff in our EYFS team have a thorough understanding of the EYFS curriculum and how to support and challenge children effectively to ensure that all individual needs are met.

Our high expectations enable children to develop socially, physically, intellectually and emotionally and achieve their full potential. We ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to transition into Key Stage 1. It is our aim that children will leave the EYFS as confident, independent, reflective learners and communicators.

As a school we aim to:

- Create a stimulating learning environment which ensures each child reaches their full potential.
- Ensure that every child receives a broad and balanced education of the highest standard, and are helped to discover their individual strengths.
- Create a safe, caring, happy community where every child feels safe, nurtured and supported.
- Encourage respect for each other and the environment.
- Provide children with the knowledge and experiences to understand wider cultures.
- Create reflective, resourceful, resilient, confident and independent learners.
- Nurture the spiritual, moral, social, emotional and physical wellbeing of each individual.
- Build strong relationships with families to create an open and welcoming school.
- Meet the needs of all learners to ensure that they can access all prime areas and the wider curriculum ready for the next stage in their learning.

Children in Reception follow the Early Years Foundation Stage Curriculum, which includes:

The **prime** areas of learning;

- Communication and language
- Physical development
- Personal, social, and emotional development

The **specific** areas of learning;

- Literacy
- Mathematics



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- Understanding of the World
- Expressive arts and design

All seven areas of learning and development are important and interconnected. At Christ Church, our children are provided with a range of rich, meaningful first hand experiences, in which they can explore, think creatively and be active. We provide a coherently planned and sequenced broad and balanced curriculum, personalised to the interests of each cohort, and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS curriculum, continually building upon previous learning. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child-led learning. You can read more about our EYFS curriculum in our EYFS curriculum policy.

#### **Learning Environment**

Our Reception classroom is a free-flow room consisting of 2 Reception classes. The classroom is organised to allow children to explore and learn securely and safely with a variety of learning areas, where children are able to find and locate equipment and resources independently. Our provision is planned for based on the interests and needs of the children and our learning areas are adapted and changed regularly alongside this.

We also have a dedicated EYFS outdoor area which has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on a different scale than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access both indoors and outdoors that help the children to develop in all 7 areas of learning and the children have free flow access between the indoor and outdoor area.

As our children develop into more confident and independent learners, learning challenges are provided in each of the areas of the classroom. These are differentiated to allow accessibility for all and are linked to both current and previous learning to provide opportunity for the children to recall and apply their knowledge and understanding.

#### **Observations and Assessment**

The children in Reception are regularly observed by all members of staff engaging in the learning environment and taking part in planned activities. Staff use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

At Christ Church, the learning platform Tapestry is used to record observations of child-initiated learning and these are also shared with parents. Parents also have the opportunity to add their own observations onto this platform to evidence further the development of their child. Any observations



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added from home will be acknowledge on Tapestry by a member of school staff.

Throughout the year, children's Phonics progress is also assessed using the online software Phonics Tracker. This enables all staff to identify gaps in learning, next steps and plan for further development.

#### **Wrap Around Care**

Children in EYFS who attend our WAC facilities continue to be supported through their development journey. Provision is carefully planned for, following regular discussions with class teachers, to allow for meaningful development opportunities across the curriculum.

Adults support children through the transition from Breakfast Club to the school day into After School Club. A key member of staff is identified to ensure that these transitions are effective for the children. Communication between staff members is clear; celebrations, behaviour issues, parent messages and safeguarding concerns are recorded and shared. Tapestry observations also take place during WAC to identify and celebrate progress made.

#### **This policy works alongside the policies listed below:**

- EYFS curriculum policy
- Behaviour policy
- Safeguarding policy
- SEND policy
- E-safety policy