

# Church of the Ascension C of E Primary School



## Early Years Foundation Stage Policy

**Learn with Love, Flourish in Faith**

*Do everything in love (1 Corinthians 16:14).*

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **Legislation**

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## **Structure of the EYFS**

At Church of the Ascension Primary School, we have two reception classes with children attending from age 4 to 5 years.

Children start school in the September of the academic year that they turn 5. Children may attend a stay and play induction session (with an adult) in the summer term prior to them starting school in September.

During the first week of the autumn term, children attend one induction session (morning/afternoon) with an adult, one induction session (morning/afternoon) independently and then join school for full days on the third and fourth day. Children arrive 10 mins late and leave 10 mins earlier on these days to help staff welcome and dismiss the children safely and calmly.

During the second week at school, the children attend full time but are dismissed 10 mins earlier at the end of the day.

Children attend school with no timetable adjustments from the third week at school.

In reception, children are taught together where appropriate and in separate groups when necessary; for example, during phonics, maths and focus group teaching sessions. Our continuous provision is available each day for all children.

## **Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development

- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Planning

Staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, staff initially focus on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice

## Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning in year 1.

## Assessment

At Church of the Ascension Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations (formal and informal) are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the **first 6 weeks** that a child starts reception, staff will administer the statutory Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected)
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers. At the end of the year, reception teachers must give year 1 teachers a copy of each child's EYFS profile and provide any additional information, including specific assessment or provision in place for children with SEND.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other schools in Elements Diocesan Learning Trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. Parents and teachers share information daily if necessary. Reading records/notes are a useful tool for communication between teachers and parents and are used successfully to pass on information.

Parents are invited in to share learning experiences with their child (Welcome service, Nativity, Easter craft afternoon) and to celebrate their successes in our Praise and Core Value assemblies.

## **Safeguarding and welfare procedures**

Activities are planned throughout the year to promote good health. Also, during our whole school 'Good Health Week', we teach the children about good health in general as well as good oral health. The children learn about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The children also learn about people who help us, keeping safe by water and road safety.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **Monitoring arrangements**

The Reception Co-ordinator will review this policy in September each year. If amended, the policy will be shared with the governing body.