



# Cossington C.E. Primary School

## *'Care, Significance, Purpose'*

Our school mission statement

### Care, Significance, Purpose

With a foundation of distinctly Christian Values at our core, Cossington CE Primary School aims to offer an inclusive and inspirational learning environment where every learner is warmly welcomed and can say:

'I am cared for' because God loves me and calls me to care for others.'

'I am significant' because God chose to create me and everyone else in his image.'

'I have purpose' because God created me, and everyone else, with their own unique personality and abilities.'

All of these are rooted in our Christian beliefs that God is a God of Love, Grace and Faithfulness.



## EYFS Policy



## Cossington C.of E Primary School

### Early Years Foundation Stage Policy

At our school children join us full time at the beginning of the school year in which they are five. We follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document and we provide an environment where our young children experience active, hands on learning with opportunities for both planned and self-initiated play and which we feel gives them secure foundations for later learning.

#### Our aims

- To give each child a happy, engaging and positive start to their school life in which they can establish and foster a love for learning.
- To provide a secure, nurturing and friendly environment in which children are encouraged to become confident and independent learners.
- To enable each child to express their feelings and emotions, to build relationships in which they learn skills such as co-operation and sharing, and encouraging them to develop socially, emotionally, physically and intellectually.
- To offer each child a wide range of new and exciting experiences which provide opportunities to extend their natural curiosity and desire to question, to build on what they already know and which takes account of their own interests and experiences.
- To provide a learning environment that is well planned and provides stimulating experiences both indoors and outdoors.
- To acknowledge that all children are individuals, to recognise and respect differences in race, culture, gender and ability and to help each child to recognise their own strengths and achievements.
- To promote a successful partnership between parents and school.

#### The Curriculum

We follow the guidance set out in the EYFS framework document (Development Matters in the EYFS.) In this document it says:-

"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."

The four themes of the EYFS underpin all the guidance.

These four themes are:-

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

### A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. In our school we believe that all our children matter and they are all treated fairly regardless of difference, race, religion or ability. We aim to give our children every opportunity to achieve their best. We set realistic and challenging expectations that meet the needs of the children. The children are encouraged to make choices throughout their personal learning journey. The welfare of each child is important to us in our school and we aim to make each child feel safe and secure. We aim to educate children on boundaries, rules and limits and help them to understand why they exist. (see Safeguarding Policy, SEND Policy and Behaviour Policy)

### Positive Relationships

We aim to create strong, secure and caring relationships with all our children alongside developing open, professional and respectful partnerships with parents and carers. We recognise that parents are the children's first educators and we value the contribution they make, and through working together we can best meet the needs of the children. We do this through:

- Home visits where we can talk to parents and children in their home setting before they start school. Welcome packs are given to parents during the visit so that parents can read all the information and fill in forms before the induction meeting and then any questions or concerns can be discussed at the induction meeting.
- The EYFS teacher will visit as many pre-school settings as possible to interact with your child in the familiar setting and to talk to the staff there.
- Inviting parents to an induction meeting, during which time their child will spend time in their new classroom and will meet the staff who will be working with them.
- Open door policy where we aim to encourage parents to talk to their child's teacher if there are any concerns and equally where the teacher will ask to talk to parents if they have any worries or concerns. There are also parent's evening meetings during the Autumn and Spring terms and a report is sent out at the end of the Summer term detailing your child's progress and attainment.

- We encourage parents and carers to contribute to their child's Online Learning Journal and Reading Record Books.
- Parents are invited to meetings during the year to learn about the curriculum, teaching methods, assessments etc as well as assemblies, sport events and inspiration events.

All staff involved in the EYFS aim to develop caring and positive relationships with all the children, interacting with them to enhance their learning and taking time to listen to them. In our school the EYFS teacher acts as the Key Person to all the children and is supported by Teaching Assistants.

### Enabling Environments

We recognise that the learning environment plays a key role in supporting and extending the children's development. We aim to provide a learning environment both indoors and out which stimulates, supports and challenges the children. We observe the children, assessing their interests, development and learning before planning challenging but achievable activities and experiences to extend the children's learning.

We plan around half-termly themes which are then used as a guide for weekly planning. Plans may be changed in response to the needs, interests and achievements of the children. We make regular observations and assessments of the children's learning and this informs future planning. We track the children against their age related expectations. In the Summer term the children are assessed on the Early Learning Goals and parents receive a report which informs them of their child's progress in the 17 aspects of learning and their characteristics of learning.

We recognise that children learn in different ways and at different rates. Through play they will develop their learning creatively, socially, physically, emotionally and intellectually. We aim to provide resources and activities to stimulate, excite and motivate children to explore and learn in a fun way. We encourage children to communicate and talk about their learning and to develop independence and self-management. They learn to communicate with others as they investigate and solve problems and they develop their confidence as they learn to make decisions. Children are given the opportunity to be creative in all areas of learning. They can access resources freely and are allowed to move them round the classroom to extend and enhance their learning.

## Learning and Development

### Areas of Learning

The EYFS is made up of 7 areas of learning - 3 Prime Areas and 4 Specific Areas.

### The Three Prime Areas

#### **Personal, Social and Emotional Development.**

##### **Including: -**

Behaviour, feelings and attitudes. Taking turns and problem solving.

Care and respect for all. Positive relationships, co-operation and independence.

#### **Physical Development.**

##### **Including: -**

Fine motor skills - cutting, drawing and mark making.

Gross motor skills - climbing and balancing. Throwing and catching.

Dressing and personal hygiene. Making healthy food choices.

#### **Communication and Language.**

##### **Including: -**

Listening. Speaking. Questioning. Acting. Storytelling.

### The Four Specific Areas

#### **Literacy.**

##### **Including: -**

Letters and sounds. Words and rhyme. Reading. Mark making. Writing.

#### **Mathematics.**

##### **Including: -**

Counting. Understanding and using numbers. Calculating and problem solving.

Shapes, spaces and measures. Patterns and games.

**Understanding the World - People and Communities    The World    Technology**

### **Including: -**

Investigating, exploring, comparing, observing, and questioning.

Exploring places. Finding out about our lives, past and present. Information Technology.

Looking at our own cultures and beliefs and those of others.

### **Expressive Arts and Design - Exploring and using media and materials and Being Imaginative**

#### **Including: -**

Imagining Role playing Expressing ideas and feelings Constructing and designing

Designing, creating, drawing, painting, sculpting, making, adapting.

Singing, creating sounds and using instruments, Dancing and moving.

### Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning and activities are planned with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:-

- **Playing and Exploring** - children investigate and experience things and 'have a go.'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties and they enjoy achievements.
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

All the areas of learning and development are important and inter-connected. Learning through play is an important part of our Early Years classroom. Through play the children explore and develop learning experiences which help them make sense of the world. Children learn best from activities and experiences that interest and inspire them and we use their interests when planning. They are able to practise skills and build upon and revisit prior learning. Play gives the children the opportunity to pursue their own interests and to inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. The adults in the classroom take an active role in observing, modelling, facilitating and extending their play.

## Teaching, Planning and Assessment

In the EYFS we follow long term and medium term plans which are usually based upon themes and these are used as a guide for our weekly planning. Plans can often be altered in response to the needs, achievements and interests of the children.

We make regular assessments of children's learning and use this to ensure that future planning reflects the identified needs of all the children. Assessment in EYFS is done through observations made by all adults working with the children. Throughout the year children are tracked against their age related expectations in the 17 areas of learning. At the end of the year judgements are made as to whether each child is emerging, expected or exceeding in the Early Learning Goals for all 17 areas and these are given to parents in a report at the end of the summer term. This academic year schools were given the opportunity to assess the children on entry using one of three Baseline Assessments . At our school we used a Baseline Assessment developed by Durham University in which each child had one to one time with the teacher completing a range of tasks and activities on the computer.

Throughout the year observations, photographs and any work made by the children are put into their Learning Journey books which are shared with parents at Parent's Evenings in the Autumn and Spring terms.

We are flexible in our classroom organisation and respond to the needs and interests of the children, building on and extending children's knowledge, experiences and skills. We encourage the children to self- register and they take it in turns to take responsibility for jobs in the classroom such as being monitors for the register, recycling, milk and fruit, tidying tables and doing our date and weather chart. Children are encouraged to be confident and independent when choosing and carrying out activities. The classroom is set up in learning areas, some active and some quiet, and children are able to find and locate resources and equipment independently, Activities in all the areas of learning are also planned for the outdoor area and this offers opportunities for doing things in different ways and on different scales. We are fortunate to have access to our field area with its surrounding nature and wildlife and this includes a gardening area and the tyres and trim trail. Being outside offers the children opportunities to explore and be physically active.

### Transition to Key Stage 1.

Throughout the year we work with the other Key Stage 1 class to ensure that the children are familiar with the teachers, children and classroom in the year above. Both classes get together for assemblies, singing, visits and trips. The children from both classes are split into groups for phonics according to their phonological knowledge and ability. Both classes have their daily phonics lessons at the same time using staff from both classes and throughout the year the

children are assessed and can be moved into different groups accordingly. The teachers from both classes meet during the Summer term to discuss all the children and to ensure that the transition into Year 1 is easy as possible.

This Policy will be reviewed 10/01/20