



GREAT ECCLESTON COPP CHURCH OF ENGLAND SCHOOL



EYFS POLICY

Reviewed and Updated September 2019

Copp Cares

"Let us love, not in word, but in truth and action." (1 John 3:18)

Talk to me and I will listen, show me and I will remember,

Involve me and I will learn, encourage me and I will thrive.

Copp, the village school, where everyone is special and where God will help us grow

Introduction

The overarching aim of the Early Years Policy at Copp School is to promote the outcomes of ECM and the principles and commitments of the EYFS:

Every Child Matters

- Staying safe
- Being healthy
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Early Years Foundation Stage (EYFS)

- **A Unique Child** Every child is a competent learner from birth who can be resilient, capable, confident & self-assured.
- **Positive Relationships** Children learn to be strong and independent from a base of loving & secure relationships with parents and/or key persons
- **Enabling Environments** The environment plays a key role in supporting & extending children's development & learning.
- **Learning and Development** Children develop & learn in different ways & at different rates & all areas of learning & development are equally important & inter-connected.

EYFS Provision at Copp

The term 'Early Years' at Copp refers to the Foundation Stage children in Copp Cadets (Pre-School) and Pegasus Class (Reception).

Copp's Mission Statement is:

'Talk to me and I will listen, Show me and I will remember, Involve me and I will learn, Encourage me and I will thrive.'

Staff in the early years are:

Mark Harding, Class Teacher, Paediatric First Aider
Caroline Ogden, Teaching Assistant, Paediatric First Aider

Organisation and management of provision:

- Early Years provision at Copp is organised into one EYFS class for pupils in pre-school and reception with access to a small canopy outside play space and a larger gated area. The use of the main playground and equipment is used frequently. A

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wide range of indoor /outdoor equipment and resources are available to meet the needs of the children, and the children also have access to other equipment and facilities throughout the school, e.g. computer suite, hall, library etc.

- Pre-school intake is 11 children per session and Reception is 30
- The teacher and teaching assistant (TA) act as a key person for children in the class.
- Frequent dialogue and support with the SENCO, David Giles. From this, links with other professionals, agencies and settings may be set up.
- Parents build up relationships with both the teacher and TA. Both staff welcome children and parents into school and at the end of the day. Staff in Reception class are promoted as a team so parents engage in discussions with both.
- Copp follow the 'Letters and Sounds' scheme for phonics which is timetabled daily.
- Copp follow the agreed Diocesan scheme for RE. All children engage in acts of daily prayer. Children pray in the morning, before and after lunch and at the end of the day in class. Reception children take part in whole school worship on Monday, Wednesday, Thursday and Friday. On Tuesday, once settled into school, children plan a child led worship.

Organisation and management of the learning environment:

We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a range of opportunities and experiences.

Indoors – creative table, painting area, malleable table, interactive whiteboard, small world, construction, topic table, writing box, RE table, writing table, role play, home corner, number area, reading area, listening area, fine motor area, phonics area.

Outdoor - gross motor/fine motor, gardening, exploration and investigation, water, sand, painting, large equipment, equipment box (ribbons, bats, ball etc), music, phonics, creative, maths.

Activities are organised to include a balance between adult directed and child-initiated with an emphasis on following the needs and interests of the children in order to ensure learning is real, relevant and purposeful.

Staff organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment.

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Early Years Foundation Stage Curriculum

The EYFS framework is organised into seven areas of learning and development; 3 prime areas and 4 specific areas

- Personal, Social and Emotional Development (Prime)
- Communication and Language (Prime)
- Physical Development (Prime)

- Mathematical Development (Specific)
- Literacy (Specific)
- Understanding the World (Specific)
- Expressive Arts and Design (Specific)

At Copp we are working towards children achieving the early learning goals by the end of the Reception year. Early Years outcomes alongside Development Matters help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the Foundation Stage.

EYFS Planning

Long Term Planning: We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework, National Curriculum and whole school initiatives.

Medium Term Planning: We include a range of experiences and activities appropriate to our groups of children in line with the EYFS. We plan for special events and celebrations, planning for identified themes for reception and e.g ourselves, seasons, change and growth, etc.

Short Term Planning: this provides a weekly overview of teaching and learning activities covering the seven areas of learning and developments, including enhancements in areas of provision indoors & outdoors. We plan for a balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children. Planning has a balance between activities both adult directed and child initiated to meet the observed needs and interests of individual and groups of children, throughout the year.

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Observation and Assessment

On Entry Assessment

The procedures for collecting baseline information on pupil's entry to Copp are:

- transition documents from previous setting
- observation during induction sessions during the summer term, home visits, pre-school visits and settling in period in September
- informal discussions with parents
- Induction Evening for new parents (Reception)
- discussions with parents on the first 2 days of term and then at the Meet the Teacher meeting a few weeks later
- photographs, observations and samples of children's work
- meetings with other agencies and pre-school at visits
- government baseline for reception

For more detail on pre-school induction and settling in see Copp Cadets Information Booklet

Formative Assessment

In EYFS, observation and assessment are an ongoing part of the daily routine. Observations and assessments are made during adult-led activities but mainly whilst children play independently, these observations being noted in staff observation books/sheets and on Tapestry. Observations are discussed between adults on a daily basis, throughout the day.

Ongoing assessment on a child's progress and achievements throughout the year are recorded on Tapestry and in their Learning Journey.

All information gathered helps inform future planning, ensuring that all the children are able to access opportunities to enhance their learning.

Summative Assessment

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) takes place at the end of the school year in reception and is reported to the local authority.

Moderation of judgements in relation to the Early Years Outcomes in each of the seven areas of learning and development is discussed and analysed with the Headteacher of a termly basis.

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Parental Engagement & Involvement

Parental engagement is very important and at Copp we have an 'open door' policy that allows parents to feel they can comfortably approach staff. At Copp we have – displays, meetings, curriculum workshops, termly curriculum newsletters, diaries, phone contacts, videos, Tapestry and ClassDojo which all encourage parents and offer support to them on how they can help their children at home.

Parent involvement is valued at Copp. We have parent helpers and an active parents' association "Friends of Copp School" (FOCS). Letters and documentation relevant to parents about informal school events and outside of school events are distributed through the school.

Transition Procedures

Points of transition:

Home/Pre-School to EYFS – visits to pre-schools, home visits, transfer of information, open afternoon, Induction Evening for new reception parents, induction sessions, parents meet 2 days before children start

Reception to Y1- transfer of information, Y1 staff visiting and children visiting Y1, identification of key staff used in Y1, playtimes/shared experiences throughout the year.

Safeguarding

As a school, and in our early years provision, safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times.

Also refer to whole school policies, single central register for safeguarding, behaviour policy, health & safety policy, child protection information and specific risk assessments

Supervision

See EYFS Supervision Policy

GECCOES Breakfast and Afterschool Club

Foundation Stage staff work closely with the Breakfast and Afterschool Club staff to support each individual child's learning and development. Discussions around children's interests and development across all areas of the EYFS curriculum are frequent. Children are given a key worker at Breakfast and Afterschool Club, which is shared with parents. Observations from the club are included on Tapestry. EYFS

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children, along with the other children in the club, help to plan their experiences and activities.

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