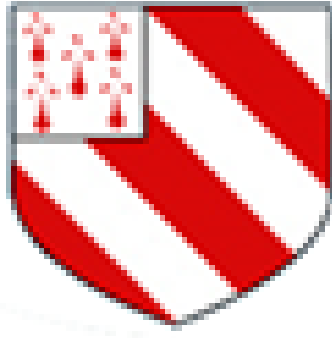


Bishopton Primary School



EYFS Policy

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BISHOPTON PRIMARY SCHOOL
Early Years Foundation Stage (EYFS) Policy



At Bishopton Primary School, children join Reception class in the academic year that they turn five. In partnership with parents and carers we enable all children to begin the process of becoming active learners for life.

We endeavour to ensure that children:

Every child deserves the best possible start in life and the support that enables them to fulfil their potential (Statutory Framework for the EYFS 2021)

The EYFS is based upon four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals.
- Positive Relationships – supporting the children in becoming strong and independent.
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and Developing – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, rewards – such as house points, to encourage children in developing a positive attitude to learning.

Inclusion/Special Educational Needs (SEND)

All children and their families are valued at Bishopton Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of additional needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Special Educational Needs Co-ordinator (SENDCO) and members of the pastoral team are called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEND.

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 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. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Welfare

At Bishopton Primary we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare and safeguarding of children.

- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Bishopton Primary we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most influential educators and we value the contribution they make. We do this through:

- Talking to parents about their child before they start school through informal home visits.
- Giving children the opportunity to spend time with their teacher before starting school during play session visits and nursery visits.
- Supporting children through the transition from nursery to Reception via a staggered start to school. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction meeting during the term before their child starts school in order to share how we will work with their child.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Welcome Time work, Family picnics, sibling shared story times, school visits, school plays, Mother's Day Tea Party, Christmas Tea Party etc.
- Providing parents an opportunity to celebrate their child's learning and development by completing observations using the Evidence Me App which inform planning and provision.
- Providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to both an indoor and outdoor learning environment. These are organised in discrete areas of learning with planned continuous provision activities.

Effective teaching and learning builds and extends upon prior learning experiences and follows children's interests. Planning is informed by observations of the children to ensure their current interests and experiences are valued and developed. These observations are recorded in children's individual online Evidence Me journals.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff.

Staff will enhance play and extend, when appropriate, to further individual learning.

Learning

There are seven areas of learning and development of which three are “prime areas,” and four are “specific areas.”

Prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas of learning are underpinned by the Characteristics of Effective Learning (see below)

Characteristics of Effective Learning

Planning and guided children’s activities will reflect the different ways that children learn. At Bishopton Primary School the three Characteristics of Effective Learning are embedded in our daily practice.

- 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 enjoy achievements
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2021)

Transition

From nursery/pre-school settings:

During the summer term prior to a child’s entry into the Reception Class, the following procedures have been put into place to ensure successful transition:

- The children are invited to two separate play visits to their Reception Class. (Summer term prior to September start)
- Parents are given an ‘Starting School Pack’ where daily routines and general information about the Reception Class is explained. (Summer term prior to September start)
- Parents are invited to a meeting to ensure they know about school procedures, allocation of classes and to gain an understanding of how the EYFS works at Bishopton Primary School. (Summer term prior to September start)
- Staff strive to ensure, where possible, they visit all children in their nursery/pre-school settings. (Summer term prior to September start)
- Home visits, during the first week of September.
- Parents are encouraged to complete ‘A Contribution From Home’ and ‘All About Me’ sheets. These are used during the Autumn term to support transition and to inform planning.
- September – a highly organised, staggered induction is planned to ensure a positive start to school life for all children. This also enables staff to quickly build up a picture of individual children.

From Reception Class to Key Stage 1

During the final term in Reception, end of year judgments are completed for each child. The Profile provides parents and staff with a well-rounded picture of a child’s understanding and abilities, their attainment against Early Learning Goals and their readiness for Year 1.

The judgment is based on on-going observations, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child’s level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting **expected** levels of development, or if they are **exceeding** expected levels, or not yet reaching expected levels (**‘emerging’**).

Year 1 teachers are given a copy of this report together with a short commentary on each child's skills and abilities in relation to the three key Characteristics of Effective Learning. This informs the dialogue between Reception and Year 1 teachers about individual stages of development, learning needs and assists with the planning of activities at the start of Year 1.

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed annually.

Signed: *Andrew Smith*

Date: September 2022