



# Wycliffe Church of England Primary School

## EYFS Policy



Approved by the governing body: Oct 2024

To be reviewed: Oct 2025

## Vision Statement

We nurture an aspirational family of hard-working, respectful individuals who work collaboratively to have a lifelong love of learning.

“Life in all its fullness” (John 10:10)

*Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Wycliffe CE Primary School, children join Reception class in the year that they turn five. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

## Aims

Through the implementation of this policy, **Wycliffe CE Primary School** aims to:

- Ensure that children “learn and develop well and are kept healthy and safe.” (Statutory Framework for the EYFS 2021)
- Give each child a happy and positive start to their school life, in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere
- To provide a broad, balanced and relevant curriculum which takes account of, and responds to, each child’s developmental needs and allows them to make progress related to their own ability. ‘What the child can do’ will be our starting point.
- Provide a caring and inclusive learning environment which is sensitive to the needs of the individual child.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children to reach their full potential.

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 recognise 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, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

## **Inclusion/Special Educational Needs (SEN)**

All children and their families are valued at Wycliffe CE 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 special 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 school's Inclusion Manager (SENDCO) is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion 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 to 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 / extend as necessary.

## **Welfare and Safety**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and to help them understand why they exist. We provide children with choices to help them develop important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Policy)

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Wycliffe, 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 is safe and suitable for purpose.
- ensure that every child receives enjoyable and challenging learning and developmental 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 Wycliffe 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 the children’s first and most enduring educators and we value the contributions they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school.
- visiting the child at home and in their previous setting before they begin Reception.
- the children have the opportunity to spend time with their teacher before starting school during transition sessions.
- asking parents to complete transition homework activities over the summer holidays with their child to aid transition in the first half term.
- supporting children through the transition from Nursery / Pre-school to Reception with a progressive phased timetable during their first week of school.
- inviting all parents to an induction meeting during the term before their child starts school in order to detail how we aim to work with their child, key dates and school policy and routines.
- parents are also invited to an interactive workshop in the first half term to build their knowledge of reading and phonics, learn how we deliver this at school and how they can support with this at home.

- 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 with the teacher. Parents receive reports on their child's progress, attainment, attendance and attitude at parent's evenings and at the end of the school year.
- encouraging parents to contribute to their child's learning profile through observations uploaded on to their child's online Tapestry journal.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies and school visits.
- providing a quiet and confidential area where parents are able to discuss any concerns.
- reading records – a space for parents to feedback to the teacher about their child's experience with their current reading book as well as ask questions if necessary.
- our home school teddy bear called 'Flourishing Frankie' that comes home with a different child each weekend to help the children build a nurturing nature, articulate their learning and share their experiences at home.

### **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous / enhanced provision.

Effective learning builds and extends upon prior learning and follows children's interests. Effective planning is informed by formative and summative assessment; assessments (through feedback of adult led focus tasks) are recorded in English books, Maths books and 'wow moments' observed when children begin demonstrating new knowledge and skills are celebrated as observations in a personalised online learning journey (Tapestry).

Play based learning is paramount and children direct their own learning from carefully planned objective led provision provided by staff. Staff will enhance play and extend as needed to further develop individual learning. The Reception year at Wycliffe Primary School is fun, exciting and inspires our youngest learners. We firmly believe that children learn best through an inquisitive and explorative approach: play is how they learn best. Play enables our children to challenge themselves, problem solve, work together, communicate, negotiate, develop an inquiring mind, express their ideas and imagine possibilities.

- Children are individually supported in their learning journey by experienced and understanding adults who understand how to extend their learning opportunities through interaction and provision.
- Our planning revolves around and focuses on the children's needs, interests and stages of development.

- We understand that learning should be holistic; each of the 17 areas of learning cannot be taught in isolation and we seek to provide opportunities for children to make links in their learning and understanding.
- New concepts are presented in a context the children understand to develop their learning and move them forwards.
- Learning is facilitated through adult-led activities as well as child-initiated experiences.

## **Learning and Development**

### **Early Years Foundation Stage: Reception**

Our youngest children work towards the new 'Early Learning Goals' in each of the following areas.

#### The Prime Areas:

- **Communication and language**
  - Listening Attention and Understanding
  - Speaking
- **Personal, Social and Emotional Development**
  - Self Regulation
  - Managing Self
  - Building Relationships
- **Physical development**
  - Gross Motor Skills
  - Fine Motor Skills

#### The Specific Areas:

- **Literacy**
  - Comprehension
  - Word Reading
  - Writing
- **Mathematics**
  - Number
  - Numerical Patterns
- **Understanding the world**
  - Past and Present
  - People, Culture and Communities
  - The Natural World
- **Expressive Arts and Design**
  - Creating with Materials
  - Being Imaginative and Expressive

Children knowledge and skills in each of these areas are observed and monitored throughout the year and the Early Learning Goals linked with each are assessed by teachers and the end of their first year in school. Individual targets are discussed with parents at parents evening to

ensure their continued progress. Learning experiences are provided that meet the developmental needs of all children and these experiences are carefully selected across the day to ensure children have a mixture of direct teaching and exploration of their own interests. The early stages of Literacy and Mathematics are also given a high priority. If a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Inclusion Manager (SENCO) in order to access Special Educational Needs support.

### **At Wycliffe:**

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children and activities led or guided by adults. Practitioners must 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.” (Statutory Framework for EYFS 2012)

Experiences and activities planned will reflect the different ways that children learn. At Wycliffe we support children in using the three Characteristics of Effective Learning and learning. These 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 enjoy achievements; and
- **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)

We teach and reward the Characteristics of Effective Learning through the use of the characters; 'Can do Caterpillar', 'Persevering Penguin' and 'Checking Chimp'. These characters move around the classroom and will sit with activities that link to their skills. Children are praised if they learn like these characters whilst in provision.

Religious Education is taught as an individual session to whole Reception cohort collectively on a weekly basis. RE teaching follows Understanding Christianity and the Leeds Diocese guidelines. Christianity, Hinduism and Islam and celebrations such as Chinese New Year and Diwali are taught through topics such as Celebrations and within RE lessons. Children then learn about other world faiths as they move up into Year One and beyond.

## **Equal Opportunities**

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. 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.

## **Health and Safety**

At Wycliffe, there are clear procedures for assessing risk which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- The classroom has an area called the 'Cosy Club' where children can sit and drink milk and water safely and comfortably. Free fruit is given as snack in the afternoons and is supervised by a staff member to ensure children are observed whilst eating.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. First aid will be administered by trained staff only.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- An online safety policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level and within the outdoor area.
- One of our Reception teachers (Miss Jukes) is a qualified safeguarding lead.

## **Transition**

### **From Nursery / Pre-school / home to Reception**

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

- Parents and children are invited to a meeting to look around the school, meet the staff and ensure they know about school procedures and any concerns they may want to express. The children are invited to visit their Reception Class.
- Members of staff from Wycliffe make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children from local nurseries will have planned visits to the Reception class where they get an opportunity to engage with staff and become familiar with the environment.



- Children requiring extra support can have additional visits regardless of their setting.
- Home visits take place in June and July.

### **From Reception Class to Key Stage 1**

- During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.
- 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 not yet reaching expected levels ('emerging'). The Year 1 teacher is given a copy of the child's report together with a short commentary on their skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs.

### **Tapestry – Early Years On-line Learning Journal**

Wycliffe CE Primary School ensures that all children attending the Early Years Foundation Stage have a personal Learning Journey which records photographs, observations and comments, in line with the statutory Early Years Foundation Curriculum. This is to celebrate each child's achievements during their time with us. It also helps to provide a strong partnership between school and home as the children develop from when they first enter Nursery (36months) through to leaving Foundation Stage.

At Wycliffe CE Primary School, we use the secure on-line system Tapestry, which allows staff and parents to access the information via a personal password protected log in.

Staff access allows input of new observations and photos or amendments of existing observations and photos. Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material. Parents logging in to the system are only able to see their own child's Learning Journey. Before accessing the system parents have to sign to agree not to download and share any information on any other on-line platforms or social networking sites, such as Facebook and Twitter.

Tapestry provides a fantastic tool for capturing and sharing information between parents and the school. However, it is not used as a way of sharing general information. Discussion regarding general progress and development or concerns are done face-to-face with parents/carers at school.

### **Safe Use Agreement**

Staff should log out of the Tapestry app or program when they are finished in order to maintain confidentiality. (Tapestry will automatically log out after a period of inactivity).

Staff MUST NOT share log in or password details with any person not employed by BDAT.

Staff should not share any information or photographs relating to children with any person not employed by the Trust.

Staff should take all responsible steps to ensure the safe keeping of any portable device e.g laptop/ipad that they are using and report any missing devices.

All entries on Tapestry must be appropriate.

All entries on Tapestry remain the property of Wycliffe CE Primary School.

At all times, staff must comply with school safeguarding policies and safe online safety policies.

This policy runs in conjunction with the following policies:

Safeguarding Policy and Child Protection

GDPR Policy