

Cookridge Primary School

EYFS Policy

2023- 2026



Adopted by governing body – November 2023

Review – October 2026

The EYFS Policy will be published on the school website.

‘Together We Achieve the Extraordinary’



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Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Aims & Objectives

The EYFS seeks to provide:

- quality and consistency in our EYFS provision, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The Early Years Foundation Stage is based on four themes:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

A Unique Child

At Cookridge Primary School 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. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Cookridge Primary School are treated fairly regardless of their protective characteristics etc. race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

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We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Cookridge Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this 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 primary way of learning;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from



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all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;

- Regularly monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- Close partnerships with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

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

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Organising a comprehensive transition, including: visits, stay and plays, special events, optional one-to-one parent consultation meetings, parent induction meeting.
- Talking to parents/carers before their child starts school at our open afternoons and induction meetings.
- Arranging, where possible, visits by the teacher to all children's previous settings or childcare provision prior to their starting school.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Publishing a Creative Curriculum topic map detailing the theme of the term or half-term as well as the curriculum focus. In addition half termly and weekly newsletters are available on the website or paper copies if requested.
- Inviting parents to attend informal meetings keeping them up to date with pedagogical approaches through workshops about areas of the curriculum, phonics, reading, maths or any area the parents have highlighted as useful in supporting their children in their education.
- Sharing regularly the children's 'Learning Journey' with parents/carers through the use of Tapestry and valuing the on-going contributions to this from parents/carers.
- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as, workshops, Christmas productions, sports day and celebration events.

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Staff - Reception – 2 class teachers and 2 teaching assistants, plus specifically appointed staff to support children with additional needs (when needed). All staff in the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

At Cookridge Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, 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 provision.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world

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- Expressive arts and design

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

When staff feel that the children are ready, pupils will participate in a daily phonics and number sessions, following the guidance in the "Twinkl Phonics" document and in line with school policy. Before the commencement of these sessions, children will be immersed in an environment where number and literacy is integrated into their play.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.



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“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning - The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the Twinkl and White Rose Maths schemes of work, where appropriate, to support their planning for individual children and groups. The planning objectives within the Foundation Stage are from the Development Matters Statements developed by ourselves, using a range of sources (EYFS framework, Twinkl). The planning is based upon children’s interests with discrete phonics, maths and reading sessions being taught according to the needs of the children. However, planning, which is based upon different topics which is identified as a vehicle of interest to deliver the children’s next steps in learning, also therefore responds to the needs, achievement and interest of the children. Our planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals over the course of the year.

Observations - Foundation Stage staff use assessment for learning on a daily basis informing provision, planning and pedagogical approaches. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children’s Learning Journeys using the Tapestry online platform, supplemented by regular online posts on our school website.

Assessment - During the first half term in Reception, the teachers baseline the children’s learning using our Development Matters stages of development. These assessments allow us to identify patterns of attainment and primary learning styles within the cohort, in order to adjust the teaching programme for individual children and groups of children.

There is also a national assessment at the start of the reception year, called the Reception baseline - Reception Baseline Assessment (RBA). The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. This is a statutory assessment.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their assessment/observations at the end of the Foundation Stage, and to summarise their pupils’ progress towards the Early Learning Goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels (‘emerging’). This is the EYFS Profile. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child’s level of development against the 17 early Learning goals Achieved. We make regular assessments of children’s learning, and we use this information to ensure that future planning reflects identified needs.



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Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The teacher keeps progress records and learning journals (Tapestry) and records examples of each child's work. Tapestry can be accessed by parents at any time and they can even add to the assessment process.

Tracking grids are updated at the end of each half term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development using our Development Matters' stages of development.

At the end of Reception, the government asks schools to assess each child's level of development against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels. This is the EYFS Profile. In order for a child to be given a Good Level of Development (GLD) they have to be given an assessment of children are meeting expected levels of development in Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy and Mathematics. At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information in the end-of-year report.

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress.

The Learning Environment - The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

Children have access to both inside and outside areas across the day; this has a positive effect on the children's development. The Foundation Stage has its own outdoor classroom area as well as access to the school's grounds, garden, playgrounds and field. We are a forest schools and reception children will be fully incorporated into this provision. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

Teaching & Learning Styles

Cookridge Primary School, through rigorous CPD, encourages a multi-faceted pedagogical approach to teaching and learning in order to meet the needs of every type of learner. These include the following:

- the partnership between teachers and parents, carers and other settings help our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;

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- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to:

- Explain how education in Cookridge Primary School works
- Explain the day-to-day workings of EYFS
- Collect the interests of the new cohort of children
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Information about our uniform and where to purchase it from.
- Explain the arrangements for the gradual induction in to reception

New class sessions - The children are given opportunities to come in to school to meet their new class teacher and other children in their class. This means that before they join their new class the Reception environment is already a familiar place to them.

Arrangements are also made for the children's new class teacher to visit them in their current nursery setting.

September Intake - When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

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- During the first week, children will attend for the morning sessions only (approx. 2 days), then work up to staying for lunch (approx. 2 days), and towards the end of that week stay for the full day (approx. 1 day). This is all reliant on the starting day of the new academic year.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend a period of time in their new class during the summer term with their new class teachers and classmates.

Safeguarding & Welfare

At Cookridge Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2023. Our EYFS's safeguarding & Welfare procedures are covered in our whole school Safeguarding and Child Protection Policy, which can be located on our policies' page on our website - <https://www.cookridgeprimary.co.uk/homepage/statutory/policies/>

The EYFS seeks to provide:

- quality and consistency in all early year's settings, so that every child makes good progress and no child gets left behind.
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported
- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- One of the 2 teachers in EYFS, will be the Key Person for all children in our EYFS.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with



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choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Cookridge Primary School's Child Protection Policy). Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times. All incidents of injury that are witnessed or are brought to our attention will be recorded if medical intervention was needed and parents will be informed where appropriate, especially when a child has had a bump to the head.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to record all incidents of where a member of staff has had to help with intimate care. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Head teacher and EYFS Lead will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Governing Body will also be part of this process.

Date Agreed	Written By	Review date
November 2023	B. Kerr	November 2024
Signed (Head teacher)		
Signed (Chair of Governors)		