

## **Introduction**

At North Denes Primary we believe that every child deserves the best possible start in life in order for them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 5 have a major impact on their future life chances. A secure safe and happy childhood is important in its own right. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up.

As children start their school journey at North Denes, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

## **The Early Years Foundation Stage**

The overall aims of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic wellbeing.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

1. A Unique Child - every child is a competent learner.
2. Positive Relationships - children learn to be strong and independent.
3. Enabling Environments - supporting and extending a child's development.
4. Learning and Development - 3 prime and 4 specific areas of learning and development.

The seven areas of learning and development are divided into three prime areas and four specific areas: the three prime areas, which are Foundations for Schools readiness and future progress linked with the National Curriculum areas. The three prime areas are:

- Communication and Language
- Personal, social and emotional development
- Physical development

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

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

The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

The characteristics of effective learning in the prime and specific areas of learning and development are interconnected. The way in which the child engages with other people and their environment- playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

### **Provision**

- We have a team of highly qualified, dedicated, professional and caring Early Years teachers and classroom assistants who plan and work closely together to provide a high quality curriculum.
- We value our parent partnership with an open door policy.
- We have small classes and generous ratios which ensure that the needs of each child are met both academically and emotionally, helping to develop each child's confidence and independence.
- Small classes enable the teacher to provide an individual education planned around the needs and experiences of each child, so that true potential can be nurtured and realized.
- We provide a rich variety of experiences
- We have welcoming, child friendly and stimulating indoor and outdoor areas.
- Routines are established so that children begin to anticipate and feel confident to take the next step.
- Clearly labelled and easily accessible resources.
- Children feel confident to have a go without the worry of making mistakes.

North Denes Primary prides itself in supporting each child in transitions. This is achieved through the following ways:

- Each child has the opportunity to visit the school prior to starting. Their teachers and Teaching Assistants offer home visits before the children start their school journey.
- We aim to help each child develop the confidence to progress smoothly to Year 1 at the end of the Early Years Foundation Stage
- Children are supported in becoming part of the whole school through attending assemblies, using areas of the school such as the cooking area and hall and by children from the main school spending time with them as learning support individuals.

## **The Cycle of Observation, Planning and Assessment**

At North Denes we hold the individual child at the centre of our planning. This is achieved through detailed observation and assessment. This observation and on-going formative assessment is at the heart of effective early years practise.

Staff achieve this through:

- Observing children as they act and interact in their play, everyday activities, child initiated activities and planned activities, and learning from and sharing with parents about what the child does at home **through the online program EExAT.**
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests, and stage of development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

The EYFS requires North Denes Primary School to undertake summative assessments in which staff review children's progress and share a summary with parents at the end of the EYFS in the EYFS Profile.

In addition information and next steps are shared at parent teacher meeting and in an end of year report.

### **Progress Checks**

The progress checks are a statutory requirement and offer staff, professionals and parents a clear picture of individual children's stage of development. This shared knowledge and understanding benefits all concerned but most importantly, the child. Parent's views and contributions are taken into account and added to the progress check. The progress check is taken from on-going assessment and observations from everyday practice. Here at North Denes we strive to listen to the voice of the child "the child has a right to be listened to and valued in the setting" (EYFS 2012)

North Denes Primary will provide a short written summary of a child's development in the prime areas of the EYFS.

### **Assessment at the end of the EYFS**

In the final term of the year in which the child reaches age five, North Denes Primary completes the EYFS profile for each child. The profile provides parents and carers, practitioners and teachers with a clear picture of a child's development, knowledge, understanding and abilities, as well as their progress against expected levels. It furthermore prepares Year 1 teachers for individual children's readiness, needs and next steps. The profile will reflect upon the schools on-going observation and relevant records.

The teacher will determine whether the child is meeting the expected levels, exceeding them or below expected levels of development. The child's level of development is assessed against the 17 early learning goals.

All reception children in North Denes Primary complete a Baseline.

In compliance with Early Years regulations parents may have access to developmental records about their child e.g. Early Years Foundation Stage Profile, etc.

### **Equal Opportunities, Inclusion and Special Needs**

The Early Years Foundation Stage is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

- A disabled toilet is available within the school to cater for children with physical disabilities.
- Our curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child, by ensuring that these areas are covered within our indoor and outdoor activities, circle time and assemblies, visitors, role play, books and positive images.
- We have on our staff a SENCO, Care and Support Advisor, Behavioural and Attendance Lead and the School Wellbeing Service.
- We assess children using the Wellcomm Speaking and Listening Pack and support children below age related in groups to enable all children to improve their social and academic interaction.
- It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs including gifted children.

Early Years are part of the whole school and whole school policies apply to Early Years.

**Admissions – see admissions policy.**

**Further information regarding the EYFS may be found on the DfE website [www.education.gov.uk](http://www.education.gov.uk)**

Review Date: