



## EYFS Policy September 2021

“Every child deserves the best possible start in life and the support that enables them to their full potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage (September 2021)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Learning and Development
- Enabling Environments

### A Unique Child

At Pott Shrigley Church School, we recognise that every child is an individual and unique and tailor their learning accordingly to meet their individual needs. We monitor their progress to ensure children are reaching their full potential, through setting realistic, but challenging expectations. Every child is a competent learner who can be resilient, capable, confident and self-assured. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration during worship and rewards, to encourage children to develop a positive attitude to learning.

### Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children are treated fairly regardless of

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*Ephesians 4:32*





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Headteacher: Ms Joanne Bromley

race, ethnicity, religion, gender, Special Educational Needs, or social and cultural backgrounds. All children and their families are valued within our school.

At Pott Shrigley, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. This is developed through strong home-school links and using Tapestry online journal to create a whole picture of the child, incorporating home and school life.

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 as necessary.

## Welfare

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 choices to help them develop this important life skill. 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 wellbeing of all children. (See Child Protection & 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." Statutory Framework 2021

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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 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 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

We recognise that children learn to be strong 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 enduring educators and we value the contribution 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 Pott Shrigley
- The teacher offering to visit all children in their pre-school setting prior to their starting school;
- The children having the opportunity to spend time with their teacher before starting school during Transition mornings;
- Inviting all new parents to a welcome activity organised by the school PTA.

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- Offering parents regular opportunities to talk about their child's progress at parents' evenings and through Tapestry online journal, with encouraging likes and comments. As well as encouraging posts from home anytime including following up from the weekends and school holidays.
- Being available to chat with parent/carers at the start/end of day or booking an appointment for a more detailed conversation.
- Supporting all children and parents through the transition into school and being flexible, if required to support the individual child and family as they start at Pott Shrigley School and become part of the Pott Shrigley Family.
- Welcoming parents to share their favourite story with the children at various points in the year (world book day, European languages day etc)

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts as a 'Key Person' to all children in the EYFS, supported by the Teaching Assistant.

## Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

The EYFS (2021) states the three prime areas of learning, which form the important foundation for igniting curiosity and enthusiasm for learning:

- Communication and language: listening and attention and speaking
- Personal, social and emotional development: self-regulation, managing self and building relationships.
- Physical development: Gross motor skills and fine motor skills.

These areas are then strengthened and applied through the four specific areas:

- Literacy: comprehension, word reading and writing.
- Mathematics: Number and Numerical patterns.
- Understanding the World: past and present, people, culture and communities and the natural world.
- Expressive arts and design: Creating with materials and being imaginative and expressive.

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The Characteristics of effective teaching and learning intertwine throughout the curriculum and encourage a range of processes to learning and development. These are:

## Playing and exploring

“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.” EYFS Report 2008. Early Years Leadership toolkit, also links to birth to five matters

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and 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 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 to have 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.

## Creativity and Critical Thinking

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

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All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. For each area of learning there are statutory Early Learning Goals. These establish expectations for most children to reach by the end of the EYFS. They provide the basis for planning in Reception.

By the end of the year, some children will have exceeded the goals. The majority of children will be at the expected level, achieving the Early Learning Goals, and other children, depending on their individual needs, will be emerging, achieving towards some if not all of the goals – particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language.

## Teaching and Learning Style

Our teaching and learning style is outlined in our curriculum statement:

[http://www.pottshrigleycs.co.uk/serve\\_file/2756292](http://www.pottshrigleycs.co.uk/serve_file/2756292)

Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS;
- 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 indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

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## Enabling Environments

At Pott Shrigley Church School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. At Pott Shrigley School children have access to the inside or outside environment, through continuous provision and planned activities. They also participate in regular trips, such as whole school provision on Friday afternoon, which alternates half termly, e.g. Forest school.

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class is housed in a purpose-built learning lodge with its own enclosed outdoor area. This allows children to use the outdoor space for 'messy' play, small world and construction, in all weathers. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning and provide opportunities to enhance their characteristics of effective learning.

## Observation, Assessment and Planning

From September 2021, a new statutory framework for Early Years has been introduced:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

## EYFS Profile

The EYFS Profile is the national, statutory assessment tool against which teachers record their observations of all children's progress towards the Early Learning Goals, throughout the year, collating them each term and enabling a final assessment to be made at the end of the summer term of Reception:

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942421/EYFSP Handbook 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942421/EYFSP_Handbook_2021.pdf)

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging.)

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. We give an opportunity for the parents to discuss these judgements with the EYFS teacher.

Assessments will be based primarily on observation of daily activities and events. As practitioners we note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts, accurate assessment will take account of a range of perspectives including those of the child, parents and other adults who have significant interactions with the child.

## Reception Baseline Assessment:

In the first six weeks in which a child starts Reception, the teacher must carry out a national baseline assessment which assesses the ability of each child in language, communication and literacy and mathematics. This forms an 'on entry' baseline for each child which will be used at the end of Key Stage 1 and again at the end of Key Stage 2 to track progress. These assessments also allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

## Planning

The planning within the EYFS follows a long term plan which follows our school curriculum cycles. <http://www.pottshrigleycs.co.uk/page/curriculum/33703>  
Staff create their medium term and long term plans using the topic as a focus and often incorporate child-initiated topics, especially in the early years as the curriculum is interwoven and it is important to follow the children's interests and demonstrate adaptability working within the E.Y.F.S..

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as

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appropriate. These observations are recorded in children's online Learning Journal, Tapestry.

A confidentiality agreement must be signed before any child is added to the Tapestry system. All parents have a secure login and they can access their child's Journal through an app on their mobile device or a computer at home or school.

Next Steps for each child are shared during parent evening meetings. These next steps may be shared on Tapestry, with appropriate suggestions, depending upon the individual needs of the child. The EYFS staff share a simplified version of these with the children to ensure they too have an understanding of the direction in which their learning is going. We aim to provide a very safe and secure environment where every child recognises that their learning, progress and attainment is valued.

## Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

The EYFS coordinator discusses good practice with the practitioners regularly and provides feedback raising any issues that require discussion.

The Head teacher and the EYFS coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

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