

COPPICE PRIMARY SCHOOL

EYFS Policy

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Aspire, Believe & Achieve











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Coppice Primary School - EYFS Policy

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'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 early learning provide the foundation children need to fulfil their potential' Early years foundation stage statutory framework (Department for Education, 2024)

Introduction to the Early Years Foundation Stage

The Early Years Foundation Stage applies to children from birth to the end of the Reception Year. At Coppice Primary School, children can join us from 3 years old in Nursery. We aim to equip the children with the necessary skills and knowledge to help them achieve the best possible start in life.

The Foundation Stage Curriculum

The Foundation Stage curriculum is divided in to seven areas of learning:

- Personal, Social and Emotional development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

The seven areas help practitioners plan and organise the learning environment activities and experiences, and provide a framework for the Early Years curriculum. At the end of the Reception year, children are assessed against each of the 17 Early Learning Goals – graded Expected or Emerging. Children graded at Expected are considered to be ready for the Year 1 curriculum in these areas.

In developing good Early Years practice we recognise that children need:

- To know that they are valued as individuals
- To feel happy and secure in a stimulating and challenging environment
- Activities that are exciting, purposeful and relevant
- To be both physically and mentally active and involved in firsthand experiences
- Opportunities to explore the environment both inside and outside
- Opportunities to make mistakes without experiencing a sense of failure
- To know that home and school work together
- To feel positive about themselves
- Encouragement to become confident, independent learners
- Opportunities to develop positive relationships and friendships
- To show respect for others
- Encouragement to develop a positive attitude and a desire to learn
- Time to talk and share experiences with a variety of listeners

Our aims are:

- To provide a learning environment where there is a friendly, supportive and inviting atmosphere where every child feels secure, valued and confident.
- To provide a safe environment where children can play and learn together.
- To promote good quality partnerships between the school, children, parents/carers, and outside agencies to ensure the development of each child.
- To promote understanding and respect for themselves, the people around them and the community in which they live.
- To provide a broad and balanced curriculum that is planned around the needs and interests of every child and informed by the use of ongoing observational assessments.
- To spend time in nature and use natural resources to enhance children's explorations both inside and outside.

- To provide an anti-discriminatory practice that ensures that every child is included and not disadvantaged because of ethnicity, culture, or religion, home language, family background, learning difficulties or disabilities, gender or ability.
- To provide learning opportunities that recognise children develop and learn in different ways by using varied approaches and teaching methods.
- To provide a balance of learning opportunities that are teacher led, teacher directed and those that are planned and initiated by the children.
- To maintain a high standard of observation, assessment and record keeping that enables us to monitor children's learning and help to inform planning.

Admission

Nursery

Our Nursery has an intake of morning places, with no more than 26 children in attendance. Our Nursery class is led by a teacher and supported by one Level 3 trained teaching assistant. We have a staggered start at the beginning of the Nursery year, commencing with a stay and play session, enabling parent and child to become familiar with staff and the setting together. We encourage parents/carers to come into class to help settle their child when they start school for the first couple of weeks.

Reception

In Reception, we have an intake of 60 children which is split into two classes of 30 children. Each class has a teacher and full-time teaching assistant. We have a staggered start at the beginning of the Reception year, commencing with a stay and play session, enabling parent and child to explore the setting together. Children attend full time from the second full week.

Planning

Our Nursery and Reception teachers plan accordingly using the EYFS Framework. Reception teachers plan to ensure to cover all EYFS statements with the aim of achieving the Early Learning Goals by the end of the year.

As part of our Curriculum, each half term is based on a topic. Selected topics are incorporated into a 'rolling program' to ensure wide range of experiences and progression is maintained throughout the Early Years Foundation Stage.

Transition

Home to Nursery

Parents/Carers interested in their children starting in Coppice Nursery can complete an 'interest form' via the office. Once completed this is logged on the school system and added to the waiting list. At the end of the Spring term, parents of those children who will be turning 3 years old by the September of the year they will start, are written to confirm their place in the school. This is then followed up with a further letter informing them of dates to come into school to start completing paperwork and meeting with staff.

Any children who are turning 3 years old through the academic year will be invited in to start if there is place available for a mid-year admission.

Throughout the year, if a space becomes available, the next child on the waiting list (in birth date order) will be invited to start.

For this transition we also:

- Invite parents/carers and children to an Open day to visit their classroom and become familiar with their surroundings.
- Arrange a date for a home visit where child and parent can meet the teacher in the safe environment of their own home. During the home visit the teacher will provide general information about the school and how they can help prepare the child to start school. Starting dates and times of session will be provided. Parents/ Carers will have the opportunity to ask any questions and discuss any concerns or issues.
- Invite parents/carers and children for Stay and Play sessions in the Summer Term before the children start in September.
- Invite parents/ carers to an Induction meeting which is led by the EYFS Leader. This will be a formal meeting where parents/carers can find out more about the Foundation Stage and the routine in class.

Within the first few weeks children will be allocated a 'Key Person'. This is the person with whom the child has formed the best positive relationship. The role of the Key Person is to help the children develop confidence within the setting, identify the child's needs and worries and form good relationship with family members.

Nursery to Reception

To apply for a Reception place, families will need to apply online through either 'eadmissions' if they are living within a London Borough or through the local Borough if not considered in London. For some families choosing Coppice, this may be through Essex County Council where they need to apply.

Families will have from the beginning of September until 15th January to apply for a place for the September coming. Any applications made thereafter will still be accepted, however will be considered late.

By mid-April, parents will be notified if they have been successful in gaining a place in any of the schools they have made an application to. By the end of April, families will need to inform the Borough if they wish to accept that place.

The local Borough will notify the school of the children who have been offered a place, where the school can then make contact (by letter) to each of the families to start arranging home visits and induction dates.

Children who attend our Nursery will also need to make an application for a place in Reception.

To make the transition smooth we also:

- Invite Parents/ Carers and the children for Open days, to visit the Reception classroom and become familiar with their surroundings.

- Invite Parents/ Carers and children for Stay and Play sessions, whereby they will meet their new teacher in the summer term before they start school in September.
- Invite Parents/ Carers to an Induction meeting which is led by the EYFS Leader. This will be a formal meeting where parents/carers can find out more about the Foundation Stage and the routine in class.
- Arrange a home visit for children who are new to our school.

Reception to Year 1

During the final term of Reception the EYFS profile is completed for each child. This profile provides evidence of the child's development in terms of their knowledge, understanding, abilities and their progress against the expected levels. Children's achievements are assessed as 'Emerging' or 'Expected'. This is shared with the parents and their Year 1 teacher. Having a dialogue with the Year 1 teacher/s informs them of each child's development and supports them with planning activities in Year 1.

Before the end of the Reception year, our school has a Transition day where children will meet their new teacher. The children have opportunities to be in their new class and complete some exciting activities for the new academic year. To further support with the transition, Year 1 teachers come to the Reception classes to get to know the children in their familiar setting.

At the start of Year 1, activities and experiences will be planned to encourage play based, independent learning as it takes place in the Early Years.

Assessment & Record Keeping

At Coppice, we complete observations using Evidence Me ~~and Target Tracker~~ as well as using evidence collected during taught sessions across the curriculum (other areas of learning e.g. art). ~~Combined, this information provides evidence from which assessments can be made. This helps to:~~ This collated information enables us to:

- Find out what the children know and what they can do
- Identify the children's needs
- ~~Inform planning~~ Plan to meet the needs of the children
- Keep a record of the child's progress
- Pass on information to parents (discussion and books at Parents' Evening and half termly observation reports from Target Tracker are emailed home).

To ensure the assessment is accurate we ensure we gather evidence in different ways and use them to track progress and inform planning. We do this by:

- Observing children's play and learning by noting down what they say or do
- Listening and having discussions with the children to extend their language and play
- Ensuring children have access to a wide range of resources to promote independence

- Recording strengths, achievements and areas of difficulties
- ~~Sampling children's work in Special books~~
- Inputting data and tracking progress on Evidence Me and Sonar.

In addition, Phonics ~~and Maths~~ assessments take place each half term to track progress in Reception.

Parental involvement

We recognise that parents are children's first educators and we value the contributions they make. We believe working in partnership with parents has a vital role in developing the children's education. We do this through:

- Inviting parents to Open days
- Inviting parents for an Induction meeting to go through the EYFS curriculum and to meet the team before their child starts school
- Talking to parents about their child during home visits
- Regular updates on the Class Pages section of the school website
- Inviting parents for workshops
- Encouraging parents to talk to the child's teacher if there are any concerns. There are two formal meetings for parents and one informal meeting in the Summer Term
- Allowing parents to access their child's observations through Evidence Me
- ~~Encouraging parents to provide a WOW moment for their child which shared by the child in 'Show and Tell' and kept in their Special Book.~~
- Inviting parents to attend the celebration assemblies
- Encouraging parents to support on school trips

Equal Opportunities

At Coppice Primary School we aim to meet the needs of all, taking account of gender, race, culture, ability, religion, language, age, special educational needs, disability and social circumstances. All children should have the opportunity to experience a stimulating, challenging and enjoyable learning experience.

Inclusion

At Coppice, 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. Early assessments and observations ensure that any child with potential special educational needs are identified at the earliest possible opportunity. This early identification enables staff to support the development of each child.

Concerns are always discussed with parents/carers and the school's SENDCo for further information and advice.