



The Swallowtail Federation of Church Schools
With friendship, trust and kindness we fly!



(Love your neighbour as yourself, Mark 12:30-31)

We welcome all people and encourage everyone to meet their full potential – to love each other, love to learn and learn to live in all its fullness. We love our neighbours – in our school, our federation, the local community, nationally and globally, as Jesus told us to do so.

EYFS

Teaching, Learning and Development Policy

This policy will be reviewed in full by the Governing Body every 3 years. This policy was last reviewed and agreed by the Governing Body in May 2021. It is due for review May 2024.

Signature

N.Butcher

Headteacher

Date: May 2021

Signature

S.Watts

Chair of Governors

Date: May 2021

Teaching, Learning and Development in EYFS

Policy Statement

Policy Values Aims and Objectives

We understand and recognise that children learn and develop in different ways and at different rates. All children are supported in developing at their own pace. We value all seven areas of learning and development equally and understand that although there are prime and specific areas they are all inter-connected. We base our individual planning around the child's 'Characteristics of Effective Learning'.

Our Federations' overarching distinctively Christian vision for pupils is 'With friendship, trust and kindness we fly'. This is clearly reflected in the 'Characteristic of Effective Learning'.

Characteristics of Effective Learning

The EYFS is based on four guiding principles: A Unique Child, Positive Relationships, Enabling Environments, Learning and Development

♣ **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 and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement to encourage children to develop a positive attitude to learning.

♣ We value the diversity of individuals. All children and their families are valued and treated fairly regardless of race, religion, disability, English as an additional language or ability.

♣ Children with special educational needs and disabilities are identified and supported in liaison with the Special Educational Needs Co-ordinator (SENCo) and/or appropriate external agencies.

♣ We believe that all our children matter, and give our children every opportunity to achieve their best when planning for their learning and development; we set realistic, challenging yet achievable next steps in learning.

♣ We promote the welfare of children and keep them safe.

♣ We promote good health by raising awareness, providing healthy snacks, preventing the spread of infection and taking appropriate action when children are ill.

♣ We aim to manage behaviour effectively in a manner appropriate for the child's individual needs and stage of development. (See Behaviour policy).

♣ We 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 and independent from secure and trusting relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

♣ We see parents as partners; we acknowledge that parents are their child's primary educator, we value the contribution they make and recognise and value the role that parents have played and will play in the education of their child.

♣ We reinforce this relationship through a welcoming, approachable practitioner/parent partnership. We offer a home visit prior to the child starting, carefully planned transitions and 'open doors' policy to visiting the setting as many times as they wish prior to their child starting,

♣ When the child attends parents/carers/family members are given the opportunity to share learning with their child, for example through learning cafes. Regular parent meetings are also offered to discuss their child's progress.

♣ All practitioners aim to develop good relationships with children through positive interactions and taking time to listen to them. Our key person system ensures the child and their family have a first point of contact.

- ♣ We ensure all adults who look after children are suitable to do so, in accordance with the EYFS statutory framework.
- ♣ **Enabling Environments:** 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; prior to planning challenging yet achievable activities and experiences to extend the Childs learning.
- ♣ The learning environment is organised to allow children to explore and learn safely and securely both indoors and outdoors.
- ♣ We ensure the premises, furniture and equipment are safe and suitable for purpose.
- ♣ There are areas within the learning environment where children can be active, quieter and rest.
- ♣ Children are able to find and locate equipment and resources independently.
- ♣ **Learning and Development:** we understand that children develop and learn in different ways and at different rates.
- ♣ The seven areas of learning and development shape activities and experiences for children in our setting.
- ♣ We ensure that every child receives enjoyable and challenging learning and development experiences tailored to their individual needs.
- ♣ Progress is measured through the observation, assessment and planning cycle.

Areas of Learning

The EYFS is made up of seven areas of learning and development; three prime and four specific, these are:

Prime Areas

- **Communication and Language**
- **Physical Development**
- **Personal. Social and Emotional Development**

Specific Areas

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

Teaching and learning style

Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to self-regulate, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

The Early Learning Goals form part of the National Curriculum, and are in line with the objectives stated in the National Curriculum. Accordingly, throughout the year daily Maths, English and phonics lessons are taught to EYFS pupils, gradually increasing in time/content as part of a smooth transition to KS1.

Children's interests are at the forefront of planning in EYFS, this ensures motivated and resilient learners who feel they have ownership of their learning. Medium Term Plans are written with children's interests as a starting point and then linked to Birth to 5 Matters ensuring coverage of the curriculum and appropriate next steps for the class and individuals. Assessments/weekly plans are closely monitored to ensure coverage and plans are adjusted accordingly.

'Planning in the Moment' is used alongside written plans, observations are recorded and adjustments made to continuous provision plans to meet the needs/interests of the pupils.

Assessment

The EYFS 'Birth to 5 Matters' is used to assess pupil achievements against the Early Learning Goals in each of the Prime and Specific areas of development. Teachers record pupil progress throughout the year by making continuous observations, flagging areas of learning, concerns and next steps. We use this information to ensure that planning reflects identified needs for individuals and/or for the group. Assessment in the EYFS may be made by teachers and other adults, as appropriate.

During the autumn term 'Baseline Assessment' is carried out within the first few weeks of a child starting school. These results then begin the school tracking records. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The teacher completes an age-related assessment at the end of each term, and the results are monitored by the subject leader and SLT. At the end of the final term in reception we submit a summary of the final assessment against the Early Learning Goals. The child's next teacher uses this information to make plans for the year ahead. We share this information with parents as part of their end of Key Stage report.

Parents receive an annual 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 in line with the 'Characteristics of Learning'. We complete these in June, and send them to parents in early July each year.

Tapestry is used as an electronic learning journal to record 'catch them when you can' observations. These are monitored and referenced to the EYFS framework to allow individual and class next steps to be planned. (see Tapestry policy)

The role of parents

We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:

- opportunities given to the children to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. regular communication with home through Tapestry, and inviting parents to curriculum evenings, in order to discuss the kind of work that the children are undertaking.

There is a formal meeting for parents twice a year at which the parents discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress through the EYFS at the end of each school year.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. 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. Continuous provision planning reflects the needs and interests of all pupils and resources are selected in line with this.