

Early Years Foundation Stage (EYFS) policy

Sark School



'Une petite école duve d'grans ambitions'
A little school with big ambition

Approved by:

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1. Aims

“It is vital that we get to know and value all young children. All children learn more in the period from birth to five years old than any other time in their lives. If children are at risk of falling behind the majority, the best time to help them catch up and keep up is in the early years. Every child can make progress, if they are given the right support.”

“When we succeed in giving every child the best start in their early years, we can give them what they need tomorrow. We also set them up with every chance of success tomorrow” (Development Matters 2020)

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

3. Structure of the EYFS

In Sark School pupils are welcome from 3 years old. Class 1 is currently a mix of pre-school, reception and year 1 pupils. Reception pupils stay until 3:30. Preschool pupils stay to times that suit their needs

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. This is also informed by the Chris Quigley companion for Early Years.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Early Language, Reading and Mathematics

At Sark School, we provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other. For early phonics teaching, the school follows the Little Wandle phonics scheme to ensure that we are effective in teaching children to be successful early readers. Home reading materials ensure that the children are given reading books that reflect their phonic knowledge, so phonics is the only strategy used for decoding. This sits alongside the development of children's speaking, listening and language skills which are crucial for developing children's comprehension and vocabulary. Adults also strive to promote a love of reading through daily story times and carefully chosen books. Teachers closely monitor children's progress in reading through regular phonics assessments in order that interventions are implemented to address gaps in learning promptly. Preschool pupils are introduced to listening to sounds through the Supersounds programme

Maths is taught through a range of experiences including counting as part of the daily routine; discreet teaching with follow up group activities and play based opportunities and experiences through the learning environment. We recognise that Maths can take place in any environment and we promote the use of learning maths skills through play-based opportunities. As with phonics, children experiencing any difficulties are identified early and support measures are put into place. Teachers target specific questions at individuals in

whole class teaching, extending the children's understanding, allowing key mathematical concepts to be revisited and developed across the year. We adopt the White Rose Maths approach to our teaching, which ensures progression and coverage throughout the year.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Sark School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. We use Class Dojo to share class activities whether in the classroom or out and about. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We work with parents in a range of different ways, which range from communication with home to inviting parents into the school setting. These include:

- Reading books shared between home and school
- Fortnightly newsletters
- Half termly curriculum letters
- Parent workshops
- Home/School Reading diaries
- Parents consultations
- School open day

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over
 - We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Michelle Brady every two years.

At every review, the policy will be shared with the governing board.

