



Pikes Lane Primary School

EYFS

Statement of Practice

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

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Linked Governor Sub Committee: Standards Committee

Last Updated: September 2017

Review Date: September 2018



**Pikes Lane Primary School
EYFS Statement of Practice**

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1. Vision

At Pikes Lane we are committed to ensuring the very highest of standards in everything that we do. We believe this is the way to ensure we have a consistently outstanding school. Our vision for Pikes Lane is summarised below:



Our aim is to always: 'Try our Best, Achieve our Best, 'Together we can be the Best'!

And our motto is 'Together we can be the Best!'

EYFS staff and children work together to uphold this vision.

2. Ethos

At Pikes Lane Primary School we aim to develop children who are confident, independent, happy, healthy, flexible, resilient, sociable, effective communicators, enthusiastic, kind, friendly, collaborative, creative and with a positive attitude to learning. We believe EYFS is the place to build the foundations for these characteristics of effective learning.

3. Aims

We aim to promote this ethos through high expectations of staff and children. Adults working within EYFS are enthusiastic, positive, reactive, consistent, excellent role models, have a positive attitude, and are able to lead by example, take responsibility and work as a team.

We also aim to work in partnership with parents; having a dialogue both ways. At Pikes Lane we recognise and celebrate cultural and linguistic diversity and promote proficiency in English whilst respecting home languages.

4. Teaching and learning

We value learning through play and support children's learning through continuous provision and a balance between child initiated and adult led activities. We follow the statutory guidance for EYFS and deliver a curriculum that reflects all seven areas of learning (Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design).

We aim to create a secure and stimulating environment, where children are encouraged to explore, investigate and learn through first-hand experiences. This learning environment extends to both indoors and outdoors; children are able to move freely between the two. Children's independence is encouraged through a well organised environment where high quality resources are easily accessible.

To support this teaching and learning we maintain staffing ratios of 1:4 in Pre-School, 1:10 in Nursery and 1:15 in Reception.

5. Planning and assessment

In EYFS we plan long term themes based around the children's interests by building on predicted interests and providing new experiences. Topics allow children to make links in their learning, whether this is a short or long term topic. The continuous provision is carefully planned to ensure curriculum coverage. Medium and short term planning is matched to the children's next steps, based on rigorous assessment, and their interests. All staff are involved in weekly planning meetings. In Reception, children are encouraged to lead their own learning, and staff skilfully intervene in children's play and 'plan in the moment' to move children's learning on.

Assessment information is collected for each child and recorded in their 'learning journey'. Assessment in EYFS includes long and short observations, language samples, photographs, annotated work and information from parents/carers. All stakeholders are encouraged to be involved in this assessment, including teaching assistants, students and volunteers, parents and the children themselves.

On entry in to EYFS, assessments are completed within 3 weeks. This is to ensure that the assessments are accurate. Assessments are recorded half termly and discussed at Pupil Achievement Meetings. At the end of Reception, children's attainment is assessed against each of the 17 Early Learning Goals. 'Development Matters' is used to track children's progress throughout the EYFS.

Assessments are moderated throughout the year; by the Head of EYFS, with year group partners, as a Key Stage, jointly with Key Stage One staff, in liaison with the Senior Leadership Team, as part of a local cluster and in consultation with the Local Authority.

6. Parental involvement

At Pikes Lane Primary School we aim to involve parents/carers fully in their child's education. In EYFS we operate an 'open door' policy, where parents/carers are always welcome in their child's class. We value the role of parents/carers and recognise that parents/carers are the child's first and most enduring educators and therefore aim to create a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining the EYFS curriculum to parents/carers during an intake meeting in the summer term
- Encouraging parents to share special moments or achievements at home on our 'sharing stars'
- Inviting parents/carers to accompany children on school visits

- Encouraging parents/carers to support their child at home with reading books and reading diaries, library books and homework
- Discussing individual progress and targets with parents/carers at Parents' evening twice a year
- Providing an annual written report in the summer term, summarising the child's progress and attainment in the EYFS curriculum and reporting on the characteristics of effective learning
- Running weekly stay and play sessions in all classes, planning sessions based on the children's needs and feedback from parents/carers for example reading workshops or healthy eating advice
- Inviting parents in Reception to read with their child in class on a weekly basis and run the library system
- Holding weekly family sessions for parents to observe teaching, support their child's learning and develop understanding of ways to support their child at home eg in phonics

7. Key person system

At Pikes Lane, each class teacher is the named key person for their class. Parents know that they can approach any member of EYFS staff if they have any questions or concerns. Pre-School children are allocated a key person so that their Personal, Social and Emotional needs are met in the most individual way possible; however, the Deputy Manager has overall responsibility for all children in the class.

8. Transition

On entry to Pre-School, staff visit children and families in their homes to share information in a relaxed setting. The children are invited to 'drop in' sessions, and a new intake meeting is held for parents so that important information about curriculum and the EYFS ethos can be shared. Children then start Pre-School with timings personalised to each child, to allow them to settle in.

On entry to Nursery, staff visit children and families in their homes to share information in a relaxed setting. In the summer term before a child begins Nursery they are also invited to 'drop in' sessions during the whole school transition weeks, and a new intake meeting is held for parents so that important information about curriculum and the EYFS ethos can be shared. In September there is a staggered intake to allow children time to settle in to Nursery.

On entry to Reception, staff visit nurseries or homes for those children not attending Pikes Lane nursery. Children are invited to transition weeks, whether they attend Pikes Lane or another setting. A new intake meeting is also held for parents so that important information about curriculum and the EYFS ethos can be shared.

Transition between EYFS and KS1 is made smooth by children visiting Year 1 for 2 transition weeks to get to know their new teacher. The class teachers meet and assessment and pastoral information is shared. Where possible, Year 1 continue to enjoy practical learning experiences and in some cases continue to access continuous provision.

9. Behaviour for learning

See EYFS behaviour for learning guide and behaviour statement of practice.

Children in EYFS are taught to take turns, share, manage their feelings and behaviour and follow rules. They are encouraged to follow the school conduct code. We foster the characteristics of effective learning, which underpin learning and development across the EYFS curriculum and

support the child to remain an effective and motivated learner. Children are rewarded for displaying positive behaviour and characteristics of effective learning, for example with praise and stickers.

If necessary, time out is used as a sanction in EYFS. We operate a traffic light system in line with the rest of school.

Due to the age of the children in Pre-School, we expect to see some unwanted behaviours such as tantrums. Staff are experienced in dealing with children of this age and use a variety of strategies, including purposeful ignoring. Individuals are dealt with in a personal way, using strategies appropriate to their age, ability and understanding, within the school framework and including involvement from parents/carers.

10. Special Educational Needs

See SEN policy and Inclusion statement of practice.

11. Safeguarding

See Safeguarding children statement of practice.

12. Health and Safety

See Health and Safety statement of practice. Within EYFS we have qualified Paediatric first aiders.

13. British Values

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:
Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social and Emotional Development, and Understanding the World. We also teach British Values through planning and delivering a broad and balanced curriculum.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every area of learning.

In compiling this Statement of Practice, due consideration has been paid to the Ofsted guidance '*Records, policies and notification requirements of the Early Years Register*' – January 2013.