

CHRIST CHURCH MORETON C of E PRIMARY SCHOOL



EYFS POLICY

Reviewed policy agreed by Governing Body on: October 2019
Reviewed policy shared with staff on: October 2019
Policy to be reviewed again on: September 2020

"The goal of early childhood education should be to activate the child's own natural desire to learn." – Maria Montessori

Love must be completely sincere. Hate what is evil, hold on to what is good. Love one another warmly as Christians, and be eager to show respect for one another. Work hard and do not be lazy. Serve the Lord with a heart full of devotion. Let your hope keep you joyful, be patient in your troubles, and pray at all times.”
Romans 12:9-12

Mission Statement

Together we can do all things through Christ who strengthens us

Our mission is to love all children who are part of our community helping them develop respect, tolerance, self-confidence and to become the best they can be.

We will support our children to develop their God given gifts to the full and encourage a life-long passion for learning which will successfully lead them into secondary school and beyond.

As a church school at the heart of Moreton community, our work is underpinned by the Christian values of *friendship, humility, forgiveness, compassion, justice and service* which Jesus helps us to achieve.

We are a welcoming, caring and inclusive school committed to working in partnership with parents, governors, Christ Church and Chester Diocese Academy Trust.

We strive to provide a rich and varied curriculum which reflects God’s concern for the whole child; promoting spiritual, moral, cultural, physical and emotional wellbeing alongside academic excellence and independence.

As a school community, we all work together to provide the very best for our pupils and families; firmly believing that:

Together we can do all things through Christ who strengthens us

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Intent for the EYFS at Christ Church CE Primary School

"Every child deserves the best possible start in life and support to achieve their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."



(Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Foundation Stage 2 (FS2). At Christ Church CE Primary School, all children join us in FS2, at the beginning of the academic year in which they are five.



At Christ Church C of E Primary School we pride ourselves on creating a loving, nurturing environment in which children feel safe and secure. The staff in EYFS show great care for all children and families, ensuring that all children are able to enjoy and achieve. We are committed to creating and maintaining a strong home – school partnership to best support the needs of all individuals. Children feel happy in the EYFS at Christ Church and continue to flourish as individuals as a result of the effective learning environment that we have established. The children at Christ Church leave the EYFS with motivation and enjoyment of learning,

providing them with the strong, secure basis for all their future learning and development in school and beyond.



Implementation

Section 1 - Staffing Information

The EYFS at Christ Church recognises that the adults that work with the children contribute to their overall learning and development and therefore staffing is structured as follows:

- One EYFS Lead that is part of the wider Leadership Team
- Two Class Teachers
- Two Level 3 Teaching Assistants

The staff within the EYFS are provided with regular opportunities to develop their CPD and knowledge of child development within the Foundation Stage. Phase meetings are held half

termly to ensure all staff are up to date with current legal requirements and to discuss progress within the EYFS setting.

All staff within the EYFS contribute to planning, evaluation and assessment for all children. Teaching Assistants are valued for the contribution they can make to a child's learning journey throughout their time at Christ Church.

Section 2- Curriculum

In Christ Church C of E Primary School, we believe that all 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.

We recognise and respect that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

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.



Learning Through Play

At Christ Church we recognise that children should access a balance of direct teaching and child initiated learning. Planned, purposeful play opportunities contribute to children's experiences at Christ Church, enabling them to explore and develop their own ideas, thinking and learning.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice 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. They express fears or re-live anxious experiences in controlled and safe situations.

2a) Provision and Learning Environment

At Christ Church the EYFS learning environment is set up with areas of provision that link to all seven areas of the curriculum. Each area is enhanced with open ended resources to encourage children to be responsible for their own activities and learning. Additional enhancements linked to themes or topics of interest are added to the areas of provision to encourage active learning. It is recognised that the learning environment should be reviewed, adapted and changed based on ongoing analysis of use, effectiveness and children's enjoyment and enthusiasm. Staff will review this formally each half term and adapt provision as necessary.

2b) Structure of teaching and Learning

The structure of each day in FS2 at Christ Church is planned progressively from the beginning to the end of the year. It is based on cohort needs and contains a balance of adult led / taught sessions and continuous provision sessions allowing children to initiate their own learning activities. Each day comprises of five teaching sessions with a focus on Discrete Phonics, Maths, Literacy, stories and communication activities. The time allocated for these sessions and the learning objectives / focus increases as the year progresses.

2c) Areas of Learning

We value all areas of learning and development equally and understand that they are interconnected.

The EYFS is made up of seven areas of learning:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UTW)
- Expressive Arts and Design (EAD)

These seven areas of learning can be divided up into the 'Prime Areas' (PSED, CL and PD) and the 'Specific Areas' (L, M, UTW, EAD). At Christ Church we provide learning opportunities and an environment that enables children to develop the basic skills set out in the Prime Areas and apply these skills within the context of the Specific Areas. In FS2 we value that all seven areas of learning are of equal importance in the overview of a child's learning and development and at Christ Church C of E Primary School we endeavor to provide children with a learning environment that enables them to enjoy and achieve in all seven.

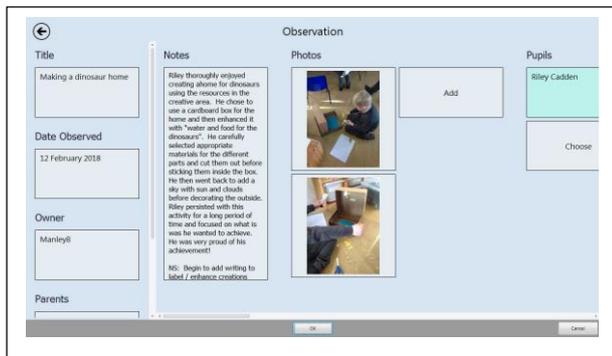
2d) Characteristics of Effective Learning

The Characteristics of Effective Learning are set out as follows in the EYFS Curriculum.

Playing and Exploring
Active Learning
Creating and Thinking Critically

At Christ Church we follow the legal guidelines set out in the EYFS Handbook 2019 ensuring that the Characteristics of Effective Learning are considered when planning and delivering the EYFS curriculum to underpin all learning and development of the seven areas of the EYFS curriculum.

At the end of the academic year in FS2, staff will provide a written commentary linked to each individual child and their Characteristics of Effective Learning. This commentary will also form part of the child's end of year report to inform parents.



Example of an observation with Characteristics of Effective Learning referenced

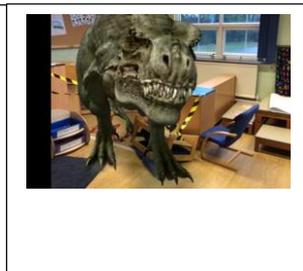
2e) Outdoor learning

The use of an outdoor learning environment as well as an indoor environment is as important in providing children with varied learning opportunities and experiences at Christ Church. The set up of the outdoor environment at Christ Church is such to allow for exploration, investigation, cooperation, team building and communication skills. It draws on utilising nature to enhance provision and encourage children to notice the world around them whilst fostering a care and responsibility for our environment and wider world. Staff at Christ Church recognise that the indoor and outdoor environment should be different and that opportunities outdoors should encourage children to learn how to manage risks in a safe and structured environment. Children at Christ Church are able to move freely between indoor and outdoor provision during Continuous Provision to access the wide variety of planned learning opportunities.

2f) Curriculum Enhancements

Alongside the curriculum learning that takes place within school, additional enhancements are planned and delivered to ensure that children are excited and motivated to engage in learning opportunities.

A dinosaur crashed into the FS2 classroom and left muddy footprints! The children enjoyed investigating where they came from, which type of dinosaur it might have been, writing letters and posters to inform the other children in school of the event, estimating, measuring and comparing the size of the footprint to our feet!

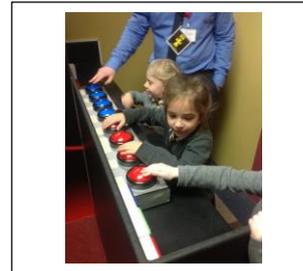
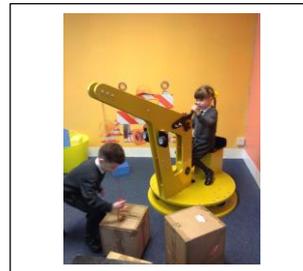


A local farmer need the help of FS2 to hatch some eggs that didn't have a mummy! The children learnt about how to take care of the eggs, watched videos to understand the chick development and took responsibility of caring for the eggs and chicks once they arrived!



Visitors are invited to school, trips within the local area and other educational visits are organized to provide children with further exciting learning opportunities to build on their interests.

The Fs2 children were particularly interested in exploring and investigating how things work. We went on a trip to Imagine That! And learnt to be scientists, artists, inventors and much more!



2g) Learning Journeys and Evidence keeping

Each child will be given a Learning Journey folder, in which any work or activity that demonstrates progress in learning will be annotated and kept as evidence. In addition to this, observations of learning in action will be taken using Target Tracker and electronic records will be kept for each child. Monitoring and moderation of this evidence is discussed in Section 5. We recognise the importance of parents and carers contributing to each child's learning journey and opportunities for this are planned regularly (*for further information see Positive Relationships*).

Section 3 - Management and Organisation

Environment

There are 3 large open plan classrooms for the FS2 children at Christ Church. Within these rooms there are Along with this there is an adjoining outdoor area that incorporates both natural and large scale learning opportunities. The children have free flow choice of both indoor and outdoor environments during Continuous Provision. There are four toilets within the classroom for all children in FS2 to access throughout the day.

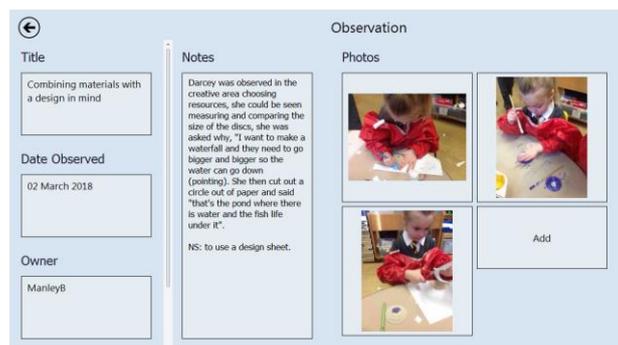
At Christ Church we value the importance of an effective planning – observation – assessment cycle in order to provide the best learning opportunities for all. Assessment in the EYFS is completed as follows.

As part of starting school, all children will be assessed to inform a baseline, FS2 staff will undertake observations, 'Welcom' and BPVS screening throughout the first half term of the academic year for all children. Alongside this, Fs2 staff will complete the government Baseline programme for all children within the first 2 weeks of starting school. This is then used to measure progress for all children from EYFS to Year 6.

Formative and Summative Assessment

Formative assessment takes places throughout each day in the form of adult observations of children’s learning. These observations can be informal as well as formal ones that are tracked using Target Tracker and linked to individual children’s learning journeys. Ongoing formative assessment provides the basis for discussion at regular EYFS Phase Meetings to ensure all staff are aware of next steps in planning, teaching and learning.

Summative assessment takes place at the end of each half term, with children’s progress against the Ages and Stages of Early Years Outcomes being assessed.. All staff in the EYFS setting contribute to this assessment process providing insight into all children’s learning and development. Assessments are tracked using Target Tracker and data is analysed by teaching staff to inform next steps in provision, planning, teaching and learning opportunities. At the end of the academic year, each child is assessed against all 7 areas of learning to form the EYFS Profile judgements. Children will be assessed as Emerging, Expected or Exceeding. This final summative assessment is used to inform transition to Year 1 and is shared with parents in the form of an end of year report with the opportunity for parents to discuss this further or comment on included.



Example of observations completed on Target Tracker (Ongoing Formative Assessment)

Subject	Assessment	22-28w+	22-30w+	22-36w+	30-36w+	30-52w+	30-52w+	30-52w+	30-52w+	30-52w+	40-40w+	40-40w+	40-40w+	40-40w+	40-40w+
Communication and language	40-80s														
Listening and attention	40-80s														
Understanding	40-80s														
Speaking	40-80w+														
Physical development	40-80s														
Moving and handling	40-80s														
Health and self-care	40-80s														
Personal, social and emo...	40-80w+														
Self-confidence and self-aware...	40-80w+														
Managing feelings and behavi...	40-80w+														
Making relationships	40-80w+														
Literacy	40-80s														
Reading	40-80s														
Writing	40-80s														
Mathematics	40-80s														
Numbers	40-80s														

Example of data inputted into Target Tracker half termly (Summative Assessment)



We recognise that parents/carers are children's first and most enduring educators, and we value the contribution they make.

We recognise the role that parents/carers have played, and their future role in educating the children. We do this through:

- Inviting all parents to an induction meeting during the term before their child starts school to see the setting and meet the staff.
- Inviting parents to bring their children for an informal 'pop in' visit after school hours where they can become familiar with the school premises and FS2 learning environment, prior to starting school.
- Inviting parents to bring their child to spend time with the FS2 Staff before starting school during an afternoon visit.
- Inviting Pre-School and F1 Settings to bring their children to visit with their Key Workers if required.
- Offering parents regular opportunities to talk about their child's progress. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the FS2 staff. Parents receive a report on their child's attainment and progress at the end of each school year.
- Encouraging parents to talk to the child's teacher if there are any concerns by operating an 'open door' policy.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. For example: Stay and Play Sessions, Festivals and Celebrations, Parent Workshops.
- Providing opportunities for parents to contribute to their child's learning journey through questionnaires, Magic Moments, and records of discussions, all relating to the children's achievements.

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 Christ Church CE Primary School in FS2 the staff work as a Foundation Stage Team with all four members of staff contributing to each child's learning and development. We establish Key Person Roles within our setting to provide each child with one named member of staff, with whom they can form a particularly strong relationship. Each child will know who their key person is once they are settled in school. The children will spend quality time each week building their special relationship with them. This will be in addition to the positive and important relationships they will have with all members of staff. All members of staff will support all children and their parents, and work together for everybody's best interests. We welcome parents to contact us with little queries / concerns but should parents be dissatisfied they are advised to follow whole school complaints policy.

Section 6 - Transition

6a) Transition from F1

At Christ Church we receive children from a number of different feeder settings. We endeavour to provide a smooth and supportive transition process for all children and therefore provide the following:

- FS2 staff undertake visits to all children in their pre school setting during the summer term where they can begin to build relationships, experience the child's current learning environment and speak with the child's key worker about learning, development and additional information.
- Parents/Carers are invited to school for a meeting during the summer term where information regarding starting school is shared as well as an opportunity for them to meet and chat with FS2 staff in the FS2 classroom.
- Parents/Carers are invited to bring their children to a number of different informal 'pop in' sessions after school hours where they can visit the whole of the school premises as well as spend time in the FS2 classroom with FS2 staff.
- Children are invited to attend an afternoon visit to school with their new peers in the summer term to begin to build relationships and experience activities and learning opportunities.
- Information shared from pre school settings informs class allocation along with term of birth and gender balance to ensure friendships are promoted and additional needs are supported.
- For children with additional needs or families that require further support, additional meetings are offered with relevant professionals / agencies to ensure all needs are supported effectively.
- Children begin school in the autumn term a day later than year 1-6 to ensure appropriate time is given to welcome children and families.
- Children begin attending school part time for 2 weeks to build Personal Social and Emotional skills and to ensure all children are settled and happy when starting school full time.
- During the time that children attend school part time, they will progressively experience morning drop off at the same time as year 1-6 and lunchtime in school to ensure all children are comfortable with school routines and expectations.

6b) Transition to Year 1

We understand that the transition to Year 1 from FS2 can be an unsettling time for children and families, in light of this we aim to provide a smooth and supported transition period including the following:

- Children will visit their new classrooms and work with the staff in Year 1 on regular occasions leading up to the end of the Summer Term.
- The provision and structure of the day in FS2 will progress throughout the year and as development allows, to encourage independence in preparation for Year 1.
- The provision in Year 1 will be carefully planned and matched to the children's needs to allow them to continue to make progress.
- The FS2 and Year 1 Staff will liaise closely informally and during formal transition meetings, to ensure everyone has the knowledge and understanding of each child's progress, ability and needs.
- Parents/Carers will be offered the opportunity to attend a transition themed stay and play session that provides key information on how best to support their child during this time.



- Parents/Carers will be invited to attend an informal 'pop in' session where they can meet and chat with Year 1 staff in the Year 1 classroom during the summer term.
- Parents/Carers will be given the opportunity to voice concerns/questions through questionnaires that will then be analysed by FS2 and Year 1 staff to ensure all families are supported.
- Opportunities during the Autumn term will be planned for parents to be involved in their child's learning and to raise any concerns or questions with Year 1 staff.
- For children or families with additional needs, meetings will be arranged with FS2 staff, SENDCO, Year 1 staff and any other relevant professionals / agencies to ensure individual needs are effectively supported.

Transition timeline

March	Applications received from Local Authority Governors rank these applications according to our admissions criteria
April	Offers are made to parents and school are informed of any new applicants
April	EYFS lead contacts all pre-school settings to discuss individual children and speak with Key Workers
Summer Term	Classes are allocated based on gender, additional needs, relationships, term of birth
June	Parents and families are invited to attend a formal welcome meeting which includes discussions with EYFS staff, a look around the learning environment and opportunities to speak with all other relevant school staff
June	Children are invited to attend informal and formal transition opportunities for example pop in sessions to look around the whole school with parents and attending a short session independently to get to know the staff, learning environment and peers
June / July	Additional transition meetings and events are planned for any children with additional needs or requirements
September	Progressive transition into FS2 takes place with part time sessions building up to full time days
September	Parent meetings are held to allow staff to discuss individual children and families to begin to establish and form positive relationships that will best support children's learning and development

Section 7 - Behaviour

At Christ Church we recognize the importance of teaching children the values and beliefs that underpin learning how to behave appropriately. The whole school behaviour policy is followed in Foundation Stage, with children being rewarded for effort, demonstrating exemplary behaviour and for individual achievements as well as understanding the need for reflection time or sanctions following incidents of inappropriate behaviour. Children are taught throughout the year in FS2 the expectations of behaviour and how to develop socially, emotionally and morally to allow all children to achieve and be responsible for their own actions. There are different systems in place to approach behaviour:

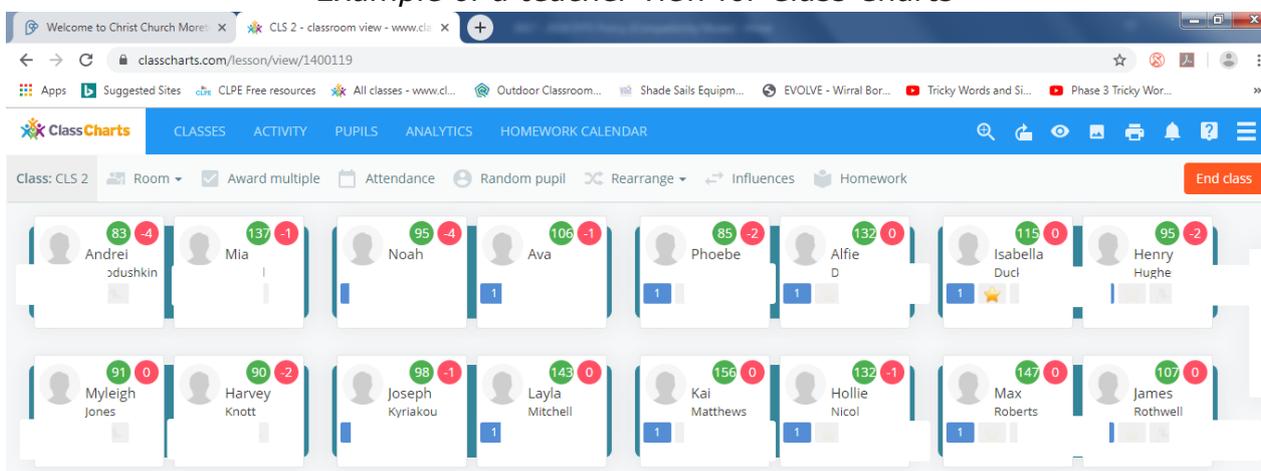
- **Class Charts.** This is an online programme that is used to award children positive points for positive behaviour as well as negative points for behaviour that is unacceptable within school. Children accumulate points throughout the year and earn varying rewards for achieving milestones in their points. Parents/Carers are given access to the programme via the website or app and can see points that are being awarded to children with the reason why included to support home-school partnerships.
- **Star of the week.** 2 children per class are awarded a certificate as 'Star of the Week' in a celebration assembly. These are awarded for any individual achievement.

Alongside all of the above, positive praise is consistently used to encourage children and to ensure all children feel proud of their achievements. Should any child find it difficult to access whole class behavior systems, individual ones are devised with the school SENDCO, *please see SEND for further information.*

Example of a star of the week certificate



Example of a teacher view for Class Charts



Name	Current Score	Change
Andrei Odushkin	83	-4
Mia	137	-1
Noah	95	-4
Ava	106	-1
Phoebe	85	-2
Alfie D	132	0
Isabella Duci	115	0
Henry Hughe	95	-2
Myleigh Jones	91	0
Harvey Knott	90	-2
Joseph Kyriakou	98	-1
Layla Mitchell	143	0
Kai Matthews	156	0
Hollie Nicol	132	-1
Max Roberts	147	0
James Rothwell	107	0

Section 8 - SEND

Early identification of individual additional needs is of great importance and priority at Christ Church. Transition information from F1 settings provides the basis of support for children with additional needs that are already identified prior to starting at Christ Church. For those children that have not received additional support or needs have not yet been identified, early identification allows targeted support to be implemented to ensure all children are included and needs are met.

The staff in FS2 have a strong relationship with the school SENDCO and work closely together throughout the year to effectively support all children with additional needs. Screening such as BPVS and WELLCOMM, as well as summative assessments and other recognized screening tests, are used on entry to Christ Church to identify any areas of need, as well as at other points in the year to monitor and track progress. Meetings will take place regularly between the school SENDCO, FS2 staff and Parents/Carers to best plan support for all children with additional needs. External agencies are used to provide further support as well as offering advice alongside 'in house' support and guidance. The positive relationship between home and school is valued in ensuring all children enjoy and achieve in school.

Reasonable adjustments are made to all aspects of learning and development in the EYFS for children with additional needs and these are recorded accordingly following the school SEND policy.

Section 9 - Inclusion

At Christ Church we embrace that all children are unique. We recognize that all children have the right to a happy, enjoyable and supportive education that allows them to achieve in all aspects of learning and development. We recognize the importance of early identification of children not achieving the expected level of development and strive to provide opportunities that will diminish the difference between those and others. For children and families with English as an additional language, adaptations are made to ensure they have access to school information in their home language where possible, the Wirral organization 'MEAS' is utilized to provide guidance and information in order to best support children and families in accessing all aspects of school. Cultural diversity is embraced and opportunities for children to access learning linked to this are carefully planned and delivered. For children from minority groups, the implementation of Characteristics of Effective Learning ensure staff are providing positive learning experiences for all. As per The Equality Act May 2014, all learning opportunities, practices, policies and procedures are reviewed regularly to ensure they are non-discriminatory and inclusive of all children and families.

Section 10 - Sex and Relationships Education (SRE)

Within the EYFS of Christ Church, we follow the whole school SRE policy. Children are taught the importance of self care, keeping healthy and understanding the importance of respecting others. Schemes such as the NSPCC 'Pants' is utilized to ensure all children access age appropriate teaching of SRE and learn how to keep themselves safe.



As stated in the Statutory Framework for the Early Years Foundation Stage, March 2017, at Christ Church we realise 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.” And that we “must take all necessary steps to keep children safe and well.” We strive to provide a high quality setting that is “welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.”

In order to achieve this we follow the whole school Safeguarding Policy which is based upon the requirements for ‘Keeping Children Safe in Education’.

Section 12 - Health and Safety

It is important to us that all children in our 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.

At Christ Church CE Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. 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.
- Complete risk assessments for trips, visits and curriculum enhancements
- Audit and monitor resources and the learning environment as part of routine site checks alongside the school site manager
- Ensure that contact details are up to date for children to enable staff to contact parents if children are ill or have an accident, including toileting. We follow the following whole school policies *Managing and administering medication / NHS guidance for staying off school for specific illnesses / Accident reporting / 1st Aid*. Please note our school has a full health and safety policy so this policy should be read in conjunction with that policy.
- Keep all children safe by operating as part of the whole school Emergency Evacuation procedure including fire drills and management of children in emergency situations.
- Ensure children are dropped off at school and dismissed safely following the whole school Drop off and Dismissal Policy. All staff recognise the importance of building relationships with families to ensure children are handed over to an appropriate adult at the end of each school day. In the unlikely event of a child not being located, the EYFS follow the whole school Missing Child Procedure.

We endeavour to meet all these requirements.

Impact of EYFS at Christ Church C of E Primary School

Quality Assurance and Moderation

In order to ensure judgements are accurate the following processes are followed in the EYFS at Christ Church for all EYFS staff.

- Regular EYFS team moderation of observations and assessments
- Regular moderation with local F1 settings as part of a local cluster group to ensure feeder settings assessments and information are relevant and informative
- Regular cluster group moderation with local schools and settings
- Regular moderation as part of a C of E EYFS cluster group across Wirral
- Attendance at compulsory Local Authority moderation training
- Part of whole school half termly reviews of attainment and progress which include discussions with Senior Leadership staff and SENCO

All of the above contribute to ensuring all staff are making accurate judgements of children's learning and development and allow quality assurance across the EYFS profile at the end of the academic year.

Marking and Feedback

Foundation Stage 2 follow the whole school marking and feedback policy with the following adaptations and amendments.

Verbal feedback including strengths and next steps are given to all children in the Foundation Stage on a regular basis. This is carried out by all members of the teaching team. Children are provided with opportunities to contribute to and negotiate their own next steps and targets with members of the teaching team. As children's development allows, this is recorded on children's work with the image of steps used alongside TT (Teacher Talk) to indicate next steps have been discussed with children and agreed.

Written feedback is presented as part of the children's individual learning journals, this is communicated to Parents/Carers and other adults with regular opportunities for Parents/Carers to contribute their own feedback and comments.

Targets are moderated and set for individual children on a regular basis. These are shared with Parents/Carers at regular times throughout the Foundation Stage. Parents/Carers are involved in this process and are kept up to date as part of our Positive Relationships work.

Throughout the year of Foundation Stage 2, as children's learning and development allows, 'I Can ...' statements are used to communicate the levels of differentiation within learning intentions. Self assessment is built into this process; however this is scaffolded by adults.

As learning and development allows, Assessment for Learning strategies such as Tickled Pink and Green for Growth will be introduced (see whole school Marking and Feedback policy for further information regarding this). These will include visual cues for children to become familiar with and to encourage the opportunity for children to respond. Pink and Green stampers will be introduced to begin with and this will progress to verbal feedback alongside pink and green written feedback with an opportunity for children to verbally respond and this be recorded in purple pen to be in line with the rest of the school's policy.

At Christ Church we welcome additional volunteers, students and classroom assistants to support children's learning alongside the school staff. Any additional adults that work within the EYFS at Christ Church are subject to an enhanced DBS and are provided with an induction process. The staff in EYFS follow the whole school policy and procedure for checking visitors when they come into our provision and environment.

The expectation is that by the end of Foundation 2, children will achieve the Early Learning Goals for each aspect of learning.

Nationally there is what is deemed to be a **Good Level of Development** (GLD) by the end of Foundation 2. That is where children achieve the Early Learning Goals in all the prime areas and the specific areas for mathematics and Literacy.

At the end of Foundation 2 we will report your child's level of achievement. Your child's learning journeys and assessment data can also be discussed during the year through parents' evenings.

Monitoring and Review of the EYFS

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

All staff working within the EYFS will contribute to the process of Self-Evaluation working with the Headteacher.

The Headteacher, SLT and EYFS Leader will carry out monitoring on the EYFS as part of the whole school monitoring schedule. (*See whole school monitoring schedule for further information*)

As with the rest of Christ Church school, our EYFS team strive to achieve the very best for your child. The aim is for the impact of FS2 is that children are well rounded, thriving and happy with a thirst for learning as they continue their learning journey into Key Stage one.