

St Andrew's C E Primary School



Early Years Foundation Stage Policy

Reviewed: Summer 2022
Next Review Date: Summer 2023

St. Andrew's CE School
Early Years Foundation Stage Policy
Every Child a Champion in Their Own Right
'Let Your Light so Shine' Matthew 5:16

"Every child deserves the best possible start in life and support to 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." This Policy is based on the requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us, part time in the nursery the term after their third birthday and full time (optional for those Spring/Summer born children) at the beginning of the school year in which they are five in the Reception Class.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At St. Andrew's School 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, 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.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at St. Andrew's School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our 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.

In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that a high majority achieve the Early Learning Goals by the end of the Foundation Stage. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.
- 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.

It is important to us that all children in the 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 well being of all children.

Welfare

"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."

At St. Andrew's 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 2014. 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.

Keeping Safe – it is important to us that all children in the school are safe.

We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to avoid hazards. We aim to protect the physical and psychological well-being of all children. (See our Safeguarding Children Policy)

Good Health –All children have the choice of fruit each day and have access to water at all times. We promote good oral health, as well as good health in general.

Intimate Care – 'Intimate care' is and care involving washing, touching or carrying out an invasive procedure which most children should be able to do for themselves. However, depending on the child's age and development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Every child has a right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. The

rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

We endeavour to meet all these requirements.

Positive Relationships

At St. Andrew's School we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognize that children learn and develop when there is a strong partnership between staff and parents and/or carers. Each child is assigned a key worker who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key worker also helps families to engage with more specialist support, if appropriate.

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

- Talking to parents/carers before their child starts school at our induction meeting.
 - Providing a handbook of information about the setting.
 - Outlining the school's expectations in the Home School Agreement.
 - Inviting new to school starters to spend time in the setting during the Summer term if not in nursery.
 - Inviting new to nursery to spend time in setting before their start date.
 - Holding a parent consultation evening early in the term to establish how their child is settling into the setting.
 - Offering parents regular opportunities to talk about their child's progress and allowing free access to their children's 'Learning Journey'/on line 'Learning Journey'.
 - Offering two parent/teacher consultations per year at which their children's progress is discussed.
 - Sending a written report on their child's progress and attainment at the end of their time in Reception/Nursery.
 - Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- encouraging parents to talk to the child's teacher if there are any concerns.

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- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Curriculum days, Class assemblies, Sports Day etc;
- Providing space in the children's 'Report booklets' for parent to leave comments 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 our school, in the Reception the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistant. In the Nursery both the teacher and support staff act as Key Workers.

We have good links with other providers mainly Just 4 Totz. Regular visits are undertaken by the EYFS co-ordinator. The EYFS co-ordinator meets with staff to discuss new intake children. Staff and children from Just 4 Totz are invited to visit the

nursery/school prior to entry. Where children continue to attend nursery provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

Enabling Environments

At St. Andrew's School 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, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (M.T.P.'s), although attention is made to the Children's interests, so the medium and long term plans are very flexible. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these M.T.P.'s and weekly plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual files. They also contain information provided by parents and other settings.

At St. Andrew's School, we use the EYFS Profile at the end of the Reception Year. The purpose of the Profile is to provide a reliable, valid and accurate assessment of individual children. Each child's level of development is recorded against 17 assessment scales derived from the ELG's across the seven areas of learning. The profile is moderated internally (referring to the Development Matters guidance and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the LA.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales.

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

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS class has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning.

Learning and Development

At St. Andrew's School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations, which are shared with parents;
- The good relationships between our school and the settings that our children experience prior to joining our school;

Play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise 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.

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Characteristics of Effective Learning

- Playing and exploring – children will have opportunities to investigate and experience things, and ‘have a go’.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

3 prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

4 Specific Areas:

- Literacy
- Mathematics
- Understanding The World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Home School Learning

The Home Learning Policy supports the Teaching and Learning Policy. It is a positive enhancement to learning and should be seen as such by pupils, teachers and parents. All Home Learning tasks are set (age appropriate) so parents can access, monitor and support their children effectively. In the case of children not being present at school (such as during the epidemic resulting in school closures), the use of home learning through email and access to Google Classroom can/will be used to reduce gaps in learning and will focus on non-negotiable and basic skills tasks as well as other areas and objectives essential to the EYFS curriculum. In the case of a pupil/parent being unable to access technology to view and complete tasks, arrangements for a paper copy of the learning tasks will be made available for collection or posted to individuals. Marking and feedback will be completed as soon as possible.

Monitoring and review

It is the responsibility of those working in the Foundation Stage to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and EYFS coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Signed J Daggitt Reviewed Summer 2022 To be updated Summer 2023