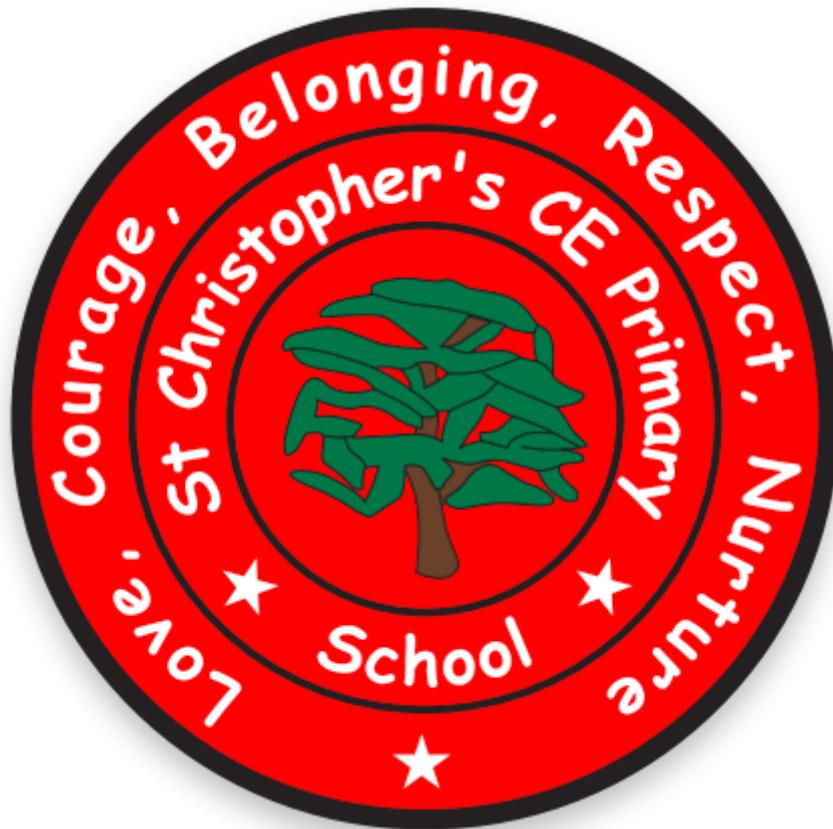


# St Christopher's C.E. Primary School



## Early Years Foundation Stage Policy

## Aims

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

## EYFS Framework

This policy is based on 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. At St Christopher's, children can join the Nursery class the term after they turn 3 and enter Reception in the academic year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

## A Unique Child

At St Christopher's, 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 assemblies and rewards, to encourage children to develop a positive attitude to learning.

We meet the needs of all the children through:

- Teaching focused group sessions for Literacy, Maths, Phonics and the use of 'In the moment planning' to teach topic concepts and ideas. Through the mixture of both teaching styles we are able to engage children in learning that builds upon and extends children's knowledge, experience and interests, and develops 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;
- 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

- Monitoring children's development and using our knowledge of the children, to plan challenging activities for all children.

### **Positive Relationships**

At St Christopher's, we recognise that children learn to be strong, confident and independent from being in 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 recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Open days/visits for Reception and Nursery parents before their child starts.
- Home Visits to talk to Nursery parents about their child before their child starts at our school.
- Teachers and staff being approachable before and after school to build up a relationship with the parents. Parents can also ring the school to contact staff or the Foundation Leader.
- Gathering information about the child's interests before they start school.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents / carers: Special events, Play and Learn sessions, Class assemblies, Sports Day etc;
- Providing parents an opportunity to celebrate their child's learning and development by contributing to our online learning journals – 'Evidence Me'.
- Workshops on phonics and maths, so parents can observe how we teach their child and we provide phonic and maths leaflets with ideas on how to support their child at home.
- Weekly home learning put on 'Evidence Me', to provide ideas for activities which they could do at home.
- Written contact through reading diaries and the use of 'Evidence Me'.
- Weekly school newsletters and parent's notice board to keep parents up to date on events that are planned.

All staff involved with the EYFS aim to develop good relationships with all children and parents, interacting positively with them and taking time to listen to them.

### **Enabling Environments**

At St Christopher's, we recognise that the environment plays a key role in supporting and extending the children's development. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experiences. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities where they can develop gross motor skills, social skills etc. Resources are clearly labelled and organised into learning areas, enabling the children to access them with a high level of independence.

### **Learning and Developing**

At St Christopher's, 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 interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

### **Areas of Learning**

The EYFS is made up of **three prime** areas of learning:

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

There are also **four specific areas** of learning:

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

We deliver focused group lesson for the following areas of learning: Literacy, Maths, Phonics, PSED (Jigsaw) and UW (Discovery RE). In addition to these sessions, PD, UW & EAD are delivered through 'In the moment planning'. All areas for learning are catered for within our environments, both inside and out.

The EYFS classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

## **Play**

Learning through play underpins our approach to teaching and learning in the Foundation Stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so, we can provide children with stimulating, active play experiences in which they can explore and develop their learning and make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play

## **Planning, Observation and assessment**

At St Christopher's, we teach the EYFS Curriculum through exciting, hands-on literacy, phonics and maths sessions. In the afternoon children are taught PD, UW & EAD skills and concepts through 'in the moment planning'. Staff members spend their time playing alongside the children and teaching them within their play. Staff interact with the children in various ways such as through modelling language, explaining, suggesting ideas and challenging the children through their chosen activity.

We also collect 'WOW' moment observations on 'Evidence Me'. 'Evidence Me' is an online learning journey, where we upload our observations of the children. This will include pictures, videos and comments. 'Evidence Me' is fantastic at allowing parents, carers and other family members to be actively involved in their child's learning and observations. They are able to upload their own observations and also comment on any that have been uploaded by the EYFS staff.

Each term we use our gathered evidence and our knowledge of each individual child to assess if we have any concerns, for each area of learning. E.g. is the child able to access the provision we are putting in place for them. If we have a concern we will look in-depth at why it is the child cannot access that area and what we can put in place to support the child. This could include making

changes to the learning environment, scaffolding learning, deploying staff differently, getting support from outside agencies etc.

### **Reception Assessments**

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.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### **Staffing and Organisation**

The St Christopher's Early Years Foundation Stage (EYFS) consists of a nursery and two reception classes. In our Nursery, we offer full-time provision with the 30hour funding or free 15hour provision for all children. Our two reception classes have 30 places on a full-time basis.

Within Nursery, there is a Nursery manager and at least one other Early Years Practitioner. In each Reception class, a full time teaching assistant supports a full time teacher. Other teaching assistants may be deployed throughout Nursery and Reception based on the needs of the children.

We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in-service and local cluster group training. Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues

### **Behaviour Management**

In EYFS we follow a simplified version of St Christopher's whole school behaviour policy – Good to be Green. Children start each day, with their card on green (which means ready to learn), as they progress through the day, if they are consistently making good choices they will be moved up the behaviour chart (silver, gold and platinum cards). If they reach the top of the chart the child receives a certificate. However, if children have made poor choices they will be moved down the chart and the school behaviour policy is followed.

Alongside our behaviour system, children's good behaviour is consistently encouraged and rewarded through positive praise, encouragement and use of stickers.

Please refer to our school behaviour policy for more information.

### **Community Links and the Wider World**

Over the year, we arrange visits from members of the local community to support our learning, such as firefighters and postal workers. The children also take part in educational visits. Film clips, non-

fiction texts and artefacts are used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

## **Transitions**

At St Christopher's, we recognise that starting school and moving up classes has the potential to be a stressful time for both children and parents. We have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group.

For children coming into EYFS:

- Parents are invited to an EYFS meeting which provides key information to parents before their child starts;
- Parents receive an Early Years Foundation Stage Information Booklet, which highlights the school start and finish times, uniform and informs the parents of the schools vision and aims.
- Parents and children are encouraged to visit the school to look around the whole school grounds.
- Open mornings to allow children and parents to meet their new teacher, explore their classroom and ask any questions;
- Home visits for Nursery children so parents can share information and concerns in a safe, familiar environment;
- Staggered start to the school year to support the children to settle and become secure and familiar with the new environment and routines.

During children's time in Nursery and Reception a range of shared activities are planned for all classes to help develop children's confidence and to ensure continuity in experiences throughout the Foundation Stage.

For children moving out of the EYFS into Year One we start transition in the summer term by:

- Spending time in their new classroom to familiarise themselves with their new environment;
- Transition sessions with their new teacher;
- Joining KS1 at break time;
- End of year profile is shared with the Year One teacher and transitions meeting are had between Reception and Year One teachers to be able to discuss each child;

Children in both Nursery and Reception make use of the whole school facilities, such as the hall and playing field for appropriate activities to ensure that children are confident and well prepared for moving around the school and for mixing with older children when they start school. Throughout the Reception year, when children are ready they are gradually introduced to whole school activities such as assemblies.

## **Inclusion and Equal Opportunities**

In the EYFS, children are given equal opportunities to engage in activities regardless of their ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- removing or helping to overcome barriers where these already exist;
- being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;
- stretching and challenging all children.

Please refer to our school 'Equality of Opportunities' and 'SEN' policies.

## **SEN**

We will monitor children's development and take action to provide support as necessary. Where a specific need is identified, we will liaise with the Special Educational Needs Co-ordinator and seek advice from outside agencies, such as the Speech and Language service and educational psychologist. If necessary, a child will then be given a pupil profile with achievable targets set and interventions/support will be put in place.

Please see the SEN policy for further information.

## **Early Years Pupil Premium**

We will endeavour to identify our least advantaged pupils and inform parents or carers of their opportunity to apply for their child's entitlement to extra funding in school. All extra funding we receive will be used to support areas in which we identify that the child will best benefit.

## **Safeguarding and Welfare**

At St Christopher's, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good oral health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

The safety and welfare of all children in Early Years is paramount to all the staff working at the school. It is important to us that all children in school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why these exist. We provide children with choices and believe that children should be allowed to take risks alongside being taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. The school has policies and procedures which all staff follow in order for all children to feel safe and be safe. The school has a named designated safeguarding lead if you have any concerns about the safety of a child.

Please see the relevant policies for more detail – Please refer to our Child Protection Policy, Health and Safety Policy, E-safety Policy, Behaviour Policy, Anti-bullying Policy.

## **Healthy Eating**

All children, in Nursery and Reception, have access to a healthy snack, fresh water and milk throughout the day. Reception children who stay for lunch are eligible for free school meals or can choose to bring in a healthy packed lunch. Menus are available on the school website and in the classrooms, for parents to see and choose from.

Reception and Nursery have access to their own toileting facilities and we teach the children the importance of hygiene and hand washing techniques. We also plan cooking activities to give children experiences of a range of healthy food.

## Oral health

We promote good oral health, as well as good health in general, in the early years by:

- Discussing healthy and unhealthy food and drinks and the effects of these on our teeth and bodies
- Discussing the importance of brushing your teeth
- Reading stories about teeth and smiles
- Talking about it within play e.g. brushing a dolls teeth.