



St Peter & St Paul

CofE Primary School

Early Years Foundation Stage Policy

2019 - 2021

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	December 2019	Mr Steve Ginn Head Teacher
Agreed by Governors:	December 2019	Mrs N Ford Chair of Governors
Lead:	Strategic Leadership Committee	
Review date:	December 2021	

Our School Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

EARLY YEARS FOUNDATION STAGE POLICY

Rationale:

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'

Framework:

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four guiding principles:

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

A Unique Child:

At St. Peter and St. Paul CofE Primary 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 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. Peter and St. Paul CofE Primary 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. 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.

It is important to us that all children in the school are 'safe' and are able to keep themselves safe. 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. (See Safeguarding and Child Protection Policy)

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. Peter and St. Paul CofE Primary School we:

-  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. (see also Intimate Care Policy)
- + 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.
- + we endeavour to meet all these requirements.

Positive Relationships:

At St. Peter and St. Paul CofE Primary School we recognise that children learn to be strong and independent individuals from the secure relationships that they are exposed to. 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 their children. We do this through:

- + talking to parents about their child before their child starts in our Foundation Stage
- + inviting all parents to an induction meeting during the term before their child starts in Oak class
- + encouraging parents to talk to the child's teacher if there are any concerns.

There are parental consultations in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress with the teacher.

Parents receive a report on their child's attainment and progress annually and at the end of the Foundation Stage.

Relationships:

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively and taking time to listen to them. The EYFS teachers act as the 'Key Person' to all children in EYFS and are supported in this role by the Teaching Assistants.

Reception staff meet with our feeder pre-school settings in the Summer term to observe and discuss children due to join Oak class in the following September. We also share good practice and discuss current issues.

Observation, Assessment and Planning:

The planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning forms.

We perform baseline and ongoing 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 summative assessments, and this involves the teacher and other adults as appropriate. These assessments are recorded in a variety of ways including on pupil asset and activity assessment sheets and are used to inform the EYFSP.

During their time in the Foundation stage, each child has an electronic 'Learning Journey' and a 'special work' folder which provide a detailed timeline of each child's achievement.

During a child's final term in the EYFS, a written summary is provided to parents, reporting their progress against the ELGs and assessment scales and their characteristics of effective learning. Parents are given the opportunity to discuss these results with the teacher.

The Learning Environment:

At St. Peter and St. Paul CofE Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

The Foundation stage area 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 locate equipment and resources independently. The Reception class

has its own limited, enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development:

At St. Peter and St. Paul CofE Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

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;
- ✚ 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;
- ✚ the good relationships between our school and the settings that our children experience prior to joining our school;

Play:

'Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.'

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

Active Learning:

'Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.' 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:

'Children have and develop their own ideas, make links between ideas, and develop strategies for doing things'. 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:

There are 7 areas of learning covered by the Early Years Foundation Stage (EYFS) Curriculum.

These are divided into three prime areas and four specific areas.

The prime areas are:

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

The specific areas are:

- 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 (ELGs) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review:

It is the responsibility of the Foundation Stage teachers to follow the principles stated in this policy. There is also a named governor for the Foundation Stage. The named governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

Policy review:

This policy will be reviewed every 2 years.

All quotations included in this document are taken from the Statutory Framework for the Early Years Foundation Stage, April 2017.

Document History

Version	Date	Comments
Issue 1	June 2013	
Issue 2	July 2015	Reviewed with the Head of the EYFS. Determined that the policy is relevant for the next two years having acknowledged that the new guidance is that the school is no longer required to have an EYFS policy nor do EYFS policies now have to cover learning and development if EYFS requirements are covered under other policies.
Issue 3	December 2019	Updated in line with current practice and the April 2017 Statutory Framework for the Early Years Foundation Stage.