

Early Years Foundation Stage

Date:	November 2018	Review Date:	November 2019
--------------	---------------	---------------------	---------------

This policy sets out the aims, principles and strategies for the teaching and learning within the Early Years Foundation stage. Pupils arrive in our first class, Reception, having completed the first half of EYFS at a nursery or pre-school. Our school's Christian vision holds the promise by Jesus of 'life in all its fullness' at its heart. We aim to offer opportunities for all to flourish and achieve their full potential.

Aims

- For children, staff and parents to work together to establish a strong set of Christian values which underpin the life of the school.
- To encourage children to be responsible, caring and polite at all times and to show consideration and respect for the school environment and its contents.
- To encourage children to develop strategies and skills which will help pupils to be resilient, compassionate and forgiving when they deal with challenging situations.
- To provide a structured, secure, caring and well-resourced learning environment both inside and out which meets all the individual developmental needs of children and underpins all future learning.
- To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- To enable their early development to take place within the caring and nurturing environment of St Mary's and St Peter's School, in line with the ethos and values, which the school upholds and promotes.
- To develop caring attitudes, independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

Principles

In order to achieve the above objectives EYFS (reception) has a curriculum based on the following principles, which establish the foundations that underpin all future learning:

- at the core, place the development of positive attitudes and dispositions towards learning and foster the development of positive behaviour and social interaction skills;
- promote and develop personal, social and emotional well-being;

St Mary's and St Peter's Primary School

- encourage the development of self-confidence and self-awareness;
- enable children to develop attention, concentration and persistence;
- place speech, language and communication at the heart of learning;
- lay the foundations for developing reading and writing;
- develop early mathematical skills and concepts;
- develop an understanding of the world in which children live;
- enable children to be creative in their responses to their world and in their development of skills;
- encourage children to develop their imagination through the exploration of media and materials;
- Promote healthy and safe physical development – both gross and fine motor;
- Encourage independence and ownership of own learning.

The Needs of Young Learners

All children require:

- Adults who are sensitive to their differing needs, abilities, backgrounds and previous experiences to teach, support, care and offer equal opportunities for them all to develop.
- Adults who will respect them and value their ideas and opinions recognising that every child is an individual.
- A challenging and diverse curriculum offering ample opportunity to practise and develop skills and learning. This includes rich and positive learning experiences with plenty of first-hand experience, varied to include all learning styles and including regular opportunity to explore and learn through practical and play activities.
- Opportunities to play indoors, outdoors, with each other, alone, independently and guided. In these situations, children embed their learning, try out new behaviours, work out problems as well as express their needs and desires. They learn to use language appropriately, learn to collaborate and learn to respect each other.

St Mary's and St Peter's Primary School

- Opportunities to make decisions and to take responsibility - both for their learning and behaviour. The curriculum is founded upon offering opportunities for the development of personal qualities, social skills, and positive attitudes towards learning. This includes the chance to make mistakes in a forgiving environment and to realise that making mistakes is a learning experience.
- Opportunities to find their own voice and develop the independence and self-confidence to use it in appropriate situations.

The Curriculum

The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. The EYFS extends from birth to the end of Reception and the beginning of Key Stage 1. The curriculum should therefore be seen as part of a continuum of learning, which begins at birth, extends throughout the years of compulsory schooling and establishes the young person as a lifelong learner. At St. Mary's and St Peter's school Christian values underpin all teaching, learning and conduct, providing a context in which children's spiritual, moral and social development (SMSC) may take place. SMSC will be integrated naturally within the planned learning outcomes throughout the Foundation Stage.

- Play underpins the delivery of all the EYFS.
- The EYFS principles guide the work of all practitioners, there are four themes:
- **every child is unique**, is constantly learning, can be resilient, confident and self-assured.
- **positive relationships** to help them learn to be strong and independent.
- **enabling environment** where their experiences respond to their individual needs, and there is a strong partnership between practitioners and parents and carers.
- **learning and development.** Children are all unique, learning and developing all in their own different ways. EYFS covers the education and welfare of all children that are in early years education, including children with special educational needs and disabilities.

The curriculum consists of seven areas of learning - three **prime** areas and four **specific** areas. These are inter-related and none can be delivered in isolation from the others. There is a total of seventeen Early Learning Goals within the seven areas of learning.

St Mary's and St Peter's Primary School

- **Prime Areas:** these begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas are fundamental to all other learning in EYFS indeed, all future learning in school and beyond.

- The **prime areas** are:

Personal, Social and Emotional Development - comprising:

- Making relationships
- Self Confidence and self-awareness
- Managing feelings and behavior
-

Communication and Language - comprising:

- Listening and attention
- Understanding
- Speaking
-

Physical Development- comprising:

- Moving and handling (gross and fine motor)
- Health and self-care.

The **specific areas** include essential skills and knowledge for children to participate successfully in society. They grow out of the prime areas, and provide an important foundation for all future learning.

Mathematics - comprising:

- Numbers
- Shape, Space and Measures

Literacy - comprising:

- Reading
- Writing

Understanding the world - comprising:

- People and communities
- The world
- Technology

Expressive arts and design - comprising:

- Exploring and using media and materials
- Being imaginative

The above also refers to our practice of cross-curricular teaching and learning which encourages children to make links and practise skills in a relevant and interesting way.

St Mary's and St Peter's Primary School

St Mary's and St Peter's school staff and Governors believe that all individual learning should be recognised and honoured in a creative learning environment.

Assessment at the end of the EYFS

Each child will be assessed in their first half-term at school. Through observation, staff will assess their attainment in the three prime areas and the four specific areas against the Early Learning Goals.

On-going assessment (formative assessment) is an integral part of the learning and development process. All members of teaching staff are involved in daily observations and assessments throughout the Reception Year; they include child-initiated tasks and teacher-led activities in the inside and outside learning environments. Observations, samples of work and photographs are recorded in each child's learning journal, our online recording system or collected in the independent learning folders. Data is entered electronically onto the data-tracking programme online at the end of each term. The EYFS Profile will be completed at the end of the Reception year, when data will then be sent to Achieving for Children (AFC) which passes it onto the Department for Education (DfE). This data is included in the end of year reports for parents.

Reporting: Progress will be shared with parents and carers during individual meetings in the autumn half term and the spring term. The class teacher will report to parents / carers whether children are working at the expected, emerging or exceeding levels in their Early Learning Goals at the end of the summer term. This is in line with the reporting requirements from the DfE (see above). These measures are age-related establish expectations for children to reach by the end of EYFS. They provide the basis for planning the teaching and learning programme in Reception.

Some Reception Year children may begin to work towards the expected standard of a Year 1 child of the National Curriculum when it is judged appropriate for them. This is when their assessment demonstrates that they are "exceeding expectations". Children who do not achieve all of the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1. These children will be assessed to be 'emerging' in their development. Most children will fall into the wide bracket of the 'expected level' of attainment.

All attainment data is shared with the Year1 teacher for continuity at this time of transition.

Learning and Teaching

In EYFS children join a community of lifelong learning. High quality expectations for teaching, learning and conduct are established in EYFS and are consistently and clearly applied throughout the school. The more specific features of good practice which apply to the EYFS are as follows:

St Mary's and St Peter's Primary School

- the very close partnership between teachers and parents/carers that helps our children to develop a positive self-image of themselves as learners and, therefore, to feel secure and confident at school;
- the understanding that teachers have of early child development and individual educational needs and how this relates to teaching and learning;
- a multi-sensory approach to curriculum delivery, which provides rich and varied opportunities for 'small world' play - using toys and models which replicate real life activities - and for role play (involving areas inside and outside the classroom which simulate real life situations and provide opportunities for imaginative play);
- the range of learning opportunities which provide first-hand experiences; give clear explanations; facilitate appropriate interventions; and establish and develop the children's ability to play, socialise and communicate with others;
- a very strong emphasis on communication to generate a language for learning; to seek every opportunity to talk with children about their learning, encouraging them to listen and respond productively as appropriate to their level of need;
- the carefully observed play that helps children to maximise their potential against the Early Learning Goals (see above). This leads to planning in the moment , based around the individual child. We also use off-site visits and draw on the resources of the local and wider community;
- the high value placed on reading for pleasure, Music, Art and the performing arts;
- A safe, high quality-learning environment - both indoors and outdoors, available throughout all seasons and weathers;
- the assessment, through observations, of children's achievement, progress and future learning needs, which are regularly shared with parents and carers, and the appropriate resourcing and training of staff to meet the children's needs;
- the good relationships between St. Mary's and St Peter's School, other educational and Early Years settings and agencies.

Organisation

Their curriculum will be planned, overseen and delivered by the Reception class teachers and an experienced Teaching Assistant.

Volunteers will also be encouraged to support Early Years children, under the direction of the class teacher. All children begin school in the autumn term, initially coming in for half day sessions and gradually building to every child being full time by the end of September.

St Mary's and St Peter's Primary School

The school day begins with relaxed entry from 8:45-8:55 am followed by registration promptly at 8.55am and ends at 3.15 pm.

The day provides opportunity for deep learning, without constant interruption. The children are provided with opportunities to play and learn for extended periods, both indoors and out. A snack is available for children to access when they need it. For their snack they will receive milk until they reach their 5th birthday. All children stay for lunch, which is eaten in the main hall, followed by play in the main playground with Y1 and Y2 children.

Safety

- Children are taught to stay safe through the Personal Social Health Citizenship education programme, which is a fundamental part of the whole school curriculum. They are taught in an environment where they feel secure, are encouraged to talk, and are listened to.
- St Mary's and St Peter's school takes safety of its pupils very seriously and various related safety policies and procedures are available in the school office and published on our website including our safeguarding policy. The Headteacher or the Governor with responsibility for Health and Safety will be happy to discuss these in more detail should a parent or carer wish to do so. Specifically the following procedures must be observed:
 - At 9:00am the gates are locked. Security systems operate throughout the day to enable visitors to enter via one main gate (on Somerset Road) and report to the school office. A visitor can only gain access to the teaching parts of the building via the school office area, requiring a staff member to open security doors. All parents must leave promptly at 8.55am. All visitors are required to sign in and out of the building.
 - No child will be handed over to the care of any adult other than a parent / carer or person nominated by the parent and known to the Reception class staff
 - No mobile phones / cameras other than the designated school mobile phone and cameras may be used in EYFS. Visitors including parents are expected to respect this.

Induction and Home/School links

A Parent information evening is held in June for parents of the prospective Reception group. The purpose of this meeting is to welcome all our families to the St. Mary's and St Peter's school community, to disseminate important information, to encourage discussion and to emphasize the vital importance of home-school cooperation and mutual support.

St Mary's and St Peter's Primary School

This marks the beginning of the home-school partnership, which we regard as high priority for the benefit of all our children throughout their time at our school.

Links will be made with the pre-school settings and there is a borough-wide transition evening attended by all our Reception teachers. Where practicable the class teacher will make direct links with the pre-school or nursery in the term prior to starting at St Mary's and St Peter's school.

During the end of the summer term and early part of September the Class teacher and teaching assistant will arrange a home visit for each child. The purpose of this is to see the child in their own familiar setting, where they are confident and comfortable. He/she will be encouraged to talk with the teachers and parents in a comfortable, familiar setting and provide a chance for parents to ask individual questions pertinent to their own child and his/her needs.

Further communication systems include:

- Whole school weekly Friday communication – electronically to all parents
- Daily opportunity for brief updates at the point of dropping off or collecting children. Anything more than a few minutes conversation will require an appointment to be made through the school office.
- Home/school reading journal
- email / telephone via the school office;
- Progress meetings will take place in autumn and spring terms;

Information meetings and workshops will take place throughout each school year. In EYFS this will include the teaching of reading and early maths skills.

Inclusion in the EYFS

At St. Mary's and St Peter's School we believe that all children matter and have equal rights - irrespective of the child's special educational need(s), disability, gender, creed or ethnicity. Consequently, we aim to be a fully inclusive school - as described in the school's Equality Scheme.... 'We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.'

Monitoring and Review

This policy is monitored by the governing body, which receives regular reports on the EYFS from the Headteacher.

The policy will be reviewed every two years or sooner if necessary.

St Mary's and St Peter's Primary School

Headteacher:		Date:	
Chair of Governing Body:		Date:	
Review due:	Autumn term 2019		