

St Peter's C.E. Primary School

## EYFS Policy

Date of policy: November 2019

## **Mission Statement**

**As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in his awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.**

**Sowing the seeds of tomorrow**

**Matthew 13:1-23**

### **1. EYFS Philosophy**

At St Peter's CE Primary school we believe that every child in EYFS should be able to learn what they need when they are ready. There is a clear balance between adult directed and child initiated activity for all areas of EYFS through direct teaching and continuous provision in both the indoor and outdoor learning environments.

"Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers."

EYFS DfE

### **2. Statutory Requirements**

The EYFS is based upon four distinct but complementary themes which guide the work of all practitioners:

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

#### **2.1. A UNIQUE CHILD**

## Child Development

At St Peter's CE 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 whole school celebration worships, class sharing circle times, following children's interests and reward incentives, to encourage children to develop a positive attitude to learning.

## **2.2. POSITIVE RELATIONSHIPS**

### Respecting Each Other

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

### Parents as Partners

We recognise that parents/carers are children's first and most enduring educators and we highly value the contribution that parents make. We recognise the role that parents have played, and their future role, in supporting their children's development.

We do this through:

- Talking to parents about their child before they start in our setting.
- The children having the opportunity to spend time with staff prior to starting at our school as part of transition.
- Opportunities to attend stay and play sessions.
- Offering parents regular opportunities to talk about their child's development and progress.
- Providing parents with access to their child's Learning Journey
- Encouraging parents to talk to staff about any concerns they may have.
- Offering various activities throughout the year that involve parents/carers in the life of our school for example community events, family learning opportunities.

## **Staff**

At St Peter's all members of staff work on building the children's confidence, giving them opportunities to express their thinking and use their initiative. We believe children learn and develop effectively when we provide:

- First-hand experiences
- Individual and collaborative learning experiences
- Appropriate pace
- An environment where children can take risks
- Innovative delivery
- Clear expectations
- Opportunities to review and reflect
- Thinking time
- Thorough preparation and organisation
- Activities building on prior learning
- Open-ended, thought provoking challenging questions
- Support for children with differing needs
- Support for parents/carers

### **2.3. ENABLING ENVIRONMENTS**

#### **The Learning Environment**

A high quality environment is key to success. It is the shared responsibility of adults and children to care for the environment both indoors and outdoors. Adults will take pride in developing areas of continuous provision and displays, which enhance and broaden opportunities.

The EYFS learning environment is organised to allow children to explore and learn securely and safely indoors and outdoors. The environment is organised into continuous provision areas, where children are able to find and locate equipment and resources independently. Our outdoor provision offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active.

We are committed to providing high quality continuous provision. Areas are established and maintained. Areas are audited and resources replenished regularly. Resources are labelled and organised to aid self-selection and provision reflects the children's interests and next steps.

## **2.4. LEARNING AND DEVELOPMENT**

The Early Years Foundation Stage provides children with the opportunity to develop the foundations for future learning. In Reception, we learn through **exploration** and play. Play is an essential part of children's lives and helps them to learn about themselves, others and make sense of the world around them. Play helps children learn important skills such as communication, problem solving and turn taking. We encourage our children to be independent in their learning and **explore** the learning environment choosing activities and resources themselves.

### **Characteristics of Effective Learning**

A unique child relates to people and things through these characteristics which move through all areas of learning both prime and specific. Practitioners incorporate opportunities for the characteristics of effective learning at each stage of planning and assessment.

The 3 Characteristics of Effective Learning are:

1. **Playing and Exploring** - Engagement - Finding out and exploring, playing with what they know and being willing to 'have a go'.
2. **Active Learning** - Motivation - Being involved and concentrating, keep trying, enjoying achieving what they set out to do.
3. **Creating and thinking critically** - Thinking - Having their own ideas, making links, choosing ways to do things.

## **4. Curriculum Planning**

At St Peter's the heart of our planning is responding to children's needs and interests. We plan resources and experiences that enrich children's current interests and offer further opportunities for learning. It is important that resources and experiences stimulate new possibilities for learning.

### **3.1. Long Term Planning**

We follow the EYFS curriculum which consists of 7 areas of learning and development.

3 prime areas:

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

4 specific areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design.

The Development Matters in The Early Years Foundation Stage (EYFS) acts as a guide for our long term plan. Whole school policies support and supplement teaching and learning across the EYFS curriculum. At St Peter's our themes develop through stories and children's interests and questions.

### **3.2 Medium Term Planning**

This runs for a half term and includes the Development Matters statements we aim to cover. It is also detailed on a Big Picture which is shared with parents.

### **3.3 Short Term Planning**

This occurs weekly for adult focused learning and is based on children's next steps. Continuous Provision grids outline enhancements linked to specific groups of children that are in place to extend children's learning and provide opportunities for them to apply their learning. Literacy, phonics, mathematics, RE and topic work are also planned weekly based upon next steps and ongoing assessment.

## **5. The Contribution of EYFS to teaching in other curriculum areas**

### **Language development**

Asking questions

Learning new vocabulary in context

Engaging in rich conversations with adults and other children

Talking about what they are doing/have done

**Story time is a valued part of daily routine**

### **Mathematical Development**

Directly teach the understanding of number recognition and formation

Provide opportunities for mathematical exploration and use in Continuous Provision

Value and acknowledge where children have used and developed their mathematical thinking

## **6. Inclusion**

### **EQUALITIES and DISABILITIES**

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both gifted, talented and able children and those with special educational needs are considered and the curriculum adapted to suit all levels of ability. We have a Equal Opportunities policy available at school.

### **SPECIAL EDUCATIONAL NEEDS**

Care is taken to assess the needs of each child from Foundation Stage onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N.D) policy available at school.

## 7. Reception - Induction

All parents/carers are invited to a meeting where they meet the teachers and become acquainted with the arrangements for starting school. At this meeting the school prospectus is given to parents along with a copy of our Induction Handbook. This is an opportunity for parents to discuss any concerns they may have.

Children are invited to come for stay and play sessions to become familiar with their new classroom and staff.

**Children will be visited at their nurseries in the summer term and staff will discuss school readiness information with key workers.**

The children start school part - time for the first week of the Autumn term, doing either a morning or afternoon session, extending to full time by the end of the week including staying for lunch.

### Reception - Transition to Year 1

All staff in the EYFS and Key Stage 1 understand the need for an effective transition to ensure that our children feel secure, happy and confident. The children visit their new Year 1 classroom for one morning and one afternoon towards the end of the summer term.

Individual assessments including a narrative concerning the characteristics of effective learning for each child is transferred from Reception to Year 1. Information regarding the assessments and groupings of children will be discussed with new class teachers.

## **8. Assessment**

### Observation, Assessment and Planning and Supporting every child

Assessment, recording and reporting are recognised as essential parts of an effective curriculum.

When children join St Peter's, in September, we gather information using a detailed baseline assessment based on the Development Matters statements and specific Language Development Assessments. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. These assessments are recorded on individual tracking sheets then information is recorded on Target Tracker (the whole school assessment system). Data is then updated at the end of each half term and the data is analysed to identify strengths and areas for development. Throughout the year, Reception teachers assess their pupils' progress towards the Early Learning Goals together to ensure consistency. The Reception teachers then take part in moderation exercises within the Local Authority and School Improvement Group to ensure the consistency of judgements.

### **8a. Learning Journeys**

At St Peter's each child in the EYFS has their own Learning Journey which celebrates his/her experiences and learning and showcases all of the things that make the child stand out from others. A Learning Journeys contains examples of work each child has done independently and some with support, photos of things they have done in the classroom or outside, observations of them playing and learning and notes of things they have said etc. All evidence in the folder is annotated to provide a narrative of the child's progression. Observation is key to planning an appropriately challenging and exciting curriculum. Assessment of their achievements and identification of "next steps" ensures that all children make good progress.

## 8b. Marking Policy

### Learning Objectives

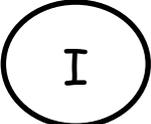
All work should be clearly labelled with the date and a learning objective in the form of a Big Question.

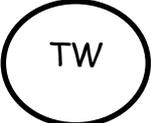
A green, orange or red stamp is used next to the Big Question to indicate whether or not the learning objective has been met. Pink highlighting is used to indicate things that are done well and green to identify areas for improvement.

Foundation stage teachers focus on giving oral feedback to the children but may write a comment with the children later on. Staff write a comment on the work as part of the process of gathering information for the Early Years Foundation Stage Profile.

In Foundation Stage work will be annotated Using the following code to indicate the circumstances in which it was completed:

 - Completed with support

 - Independent work

 - Team/Group work

 - Continuous provision

## 9. Resources

At St Peter's we consider the indoor and outdoor learning environments to be equally important.

### **Continuous Learning Environment should**

- Have consistency , being carefully planned to connect with children's interests
- Be carefully organised so that continuous resources are clean, accessible and visually stimulating and informative
- Be supported by adults, not simply be set up and left for children to enjoy
- Set high expectations for children's play and offer literate and visual stimulus

### **How Continuous Provision supports the outcomes of children**

- Confidence
- Social and Emotional competence
- Independence
- Motivation

### **The Outdoor Environment**

"The outdoor environment should not be a replication of the indoor environment - it should enhance and extend indoor learning..

Outdoor learning will often be louder and messier, including more movement, be on a larger scale or include the natural or built environment"

*National Strategies: Early Years EYQISP(2008) p45*

### **Why Outdoor Play**

- Learning outdoors is different from learning indoors
- The outdoors is special and unique
- Outdoor play supports all round wellbeing and development
- Many children learn best outdoors
- To provide opportunities for Spiritual Development

### **The outdoors offers**

- Freedom
- Space
- Real and meaningful experience
- The natural world
- Variety and spontaneity
- Challenge
- A context for being and doing together
- Interaction to support provision

## 10. Role of the Leader

The EYFS team leader provides an excellent role model for staff and ensures that the school responds to both local and national initiatives and directives appropriately. Self-evaluation is important to us and we constantly review our practice through team meetings and continuous professional development (CPD). Internal and external mechanisms regarding quality include: observations, data analysis, consultations, action planning, target setting and policy review. Monitoring takes place through the Senior Leadership Team (SLT), Governing Body, BwD LA moderation, appraisals, performance management and through Ofsted inspections.

### Continuous Professional Development

We are committed to all staff accessing Continuous Professional Development. Individual training is chosen or identified based on interests or remits, linked to appraisal or performance management and in response to Ofsted inspections and national/local initiatives. The team leader puts into place a monitoring and support programme each half term.

## 11. Heath and Safety

### Keeping safe

It is important to us that all children are and feel 'safe'. We help children become familiar with safety, 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 emotional well being of all children.

At St Peter's we understand that we are legally required to comply with the Safeguarding and Welfare Requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2012. 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 our staffing arrangements meet the needs of all our children and ensure their safety.
- Ensure that children are supervised at all times, including areas outside of the classroom.
- Ensure that key people within the setting build a secure relationship with each child and their parents/ carers.
- 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.

**Review date: November 2022**