



St Peter's C.E. Primary School

Early Years Foundation

Stage Policy

November 2016

Mission statement

In this distinctive, inclusive, Christian school, where everyone matters, we nurture and develop opportunities for lifelong learning. We come together in a vibrant, creative community that also develops our spiritual and cultural lives through:

- Love
- Trust
- Care
- Respect
- Joy

Ensuring that everyone successfully achieves their potential.

Aims

"Every child deserves the best possible start in life and support to fulfil their 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 proves the foundation for children to make the most of their abilities and talents as they grow up."

(Statutory framework for the Early Years Foundation Stage 2014)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles:

A Unique Child

Child Development: Skilful communicator, competent learner

At St Peter'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 and sharing times and reward incentives, to encourage children to develop a positive attitude towards learning.

Inclusive Practice: Equality and diversity, children's entitlements, early support

We value the diversity of individuals within St Peter's and do not discriminate against children because of 'differences'. All children and their families are valued.

In our school we believe that all children matter. We give our children every opportunity to achieve their best. We do this by taking into account our children's range of life experiences when planning for their learning. In 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 with different ethnic groups and those from diverse linguistic backgrounds. We liaise closely with relevant professionals in order to provide early support for those children and their families who need it.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self-esteem and confidence.
- Use 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 learn effectively.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Each child is assigned to a teacher who makes links with children's home experiences through parents/carers.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whatever their age and stage of development.

- Monitoring children's progress and taking action to provide support as necessary.

Keeping Safe: Being safe and protected, discovering boundaries, making choices

It is important to us that all children are and feel 'safe'. We help children to become familiar with safety, boundaries, rules and limits 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, emotional and psychological well being of all children. (see our safeguarding policy)

"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."

Statutory Framework for the Early Years Foundation Stage 2014

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 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 supervised 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.

Health and Well-being: Growth and developing, physical and emotional wellbeing

Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being. We provide healthy snacks and offer foods from other cultures to develop their taste preferences. Activities relating to the food cycle are interwoven in planning e.g. - seed planting, gathering preparing and eating. We ensure that children can rest during the day and have designated areas where children can relax alongside space for vigorous movements.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships

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: Respecting diversity, communication, learning together

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 child's development.

We do this through:

- Talking to parents about their child before they start school.
- The children having the opportunity to spend time with staff prior to starting at our school as part of transition.
- Offering parents opportunities to talk about their child's development and progress. Sharing this information through the parent share facility on 2 build a profile.
- Encouraging parents to talk to the foundation stage staff about any concerns they may have.
- Encouraging parents to contribute to their child's learning with homework activities.
- Offering various activities throughout the year that involve parents/carers in the life of St Peter's e.g. PTA, community events.
- Supporting parents/carers whose first language is one other than English.

Supporting Learning: Positive interactions, listening to children, effective teaching

Effective teaching approaches will be secure where we:

- Engage and stimulate the learner.
- Allow for regular review of progress towards learning outcomes.
- Vary what we provide to match children's needs - Grouping them into ability groups in spring term for Literacy and Maths.
- Maximise opportunities to explore in a whole group, small group, pairs, individual and independently.

Routines are an important way that children feel secure and can make sense of all the opportunities offered throughout their time at St Peter's.

This includes signs, timetables, snack-time, whole group learning time and small group time. Children will use continuous provision throughout their day, challenged through independent (whizzy) work and will also be supported through adult-led activities.

Foundation Stage Staff

The foundation stage staff build confidence, give children opportunities to express their thinking and use their initiative. We believe children learn and develop effectively when the adults 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 parent/carer

All staff involved with children in Early Years Foundation Stage aim to develop good and warm relationships, interacting positively with and taking time to listen.

Enabling Environments

Observation, assessment and Planning and Supporting Every Child

At St Peter's we recognise that the environment plays a key role in supporting and extending the children's learning and development. This begins by observing the children and assessing their interests, before planning challenging but achievable activities and experiences to extend their learning and development. Assessment of

their achievements are recorded using the foundation stage profile, target cards, SIMS and 2 build a profile, to ensure they make the appropriate progress.

Observation is key to planning an appropriate, challenging and exciting curriculum. The recording of observations will be practical, organised and well managed.

Planning meetings are held frequently to enable all staff to contribute towards learning and development, based on their observations. Children also play an important part in planning their own learning by Assessment for Learning and discussions using the topic floor books, particularly when 'new' themes are being formulated so that personalised learning is at the forefront.

Long Term Planning

The Early Years Foundation Stage (EYFS) Practice Guidance details the development matters which are adhered to. At St Peter's we have themes appropriate to our cohort of children and community to which they belong. Continuous Provision Plans also form the basis of long term planning.

Medium Term Planning

Medium Term Planning can run for a few weeks/months/half termly and is based on the needs and interests of all the children for all areas of learning and development. They detail the proposed development matters to be focused upon giving an overview of possible enhancements to continuous provision, the adult focused activities, whizzy work, resources, display and visits/visitors. Sometimes themes are used as a vehicle for delivery.

Short Term Planning

This occurs weekly for whole class learning time, adult focused activities, whizzy work and child-initiated learning.

Evaluations and next steps will determine planning for the subsequent weeks. Planning for and with other agencies is also incorporated. Our planning shows how staff are deployed.

Reference will be made on short term planning for children who need intervention with certain development matters, for children with Special educational Needs or disabilities linked to their Individual Education Plan (IEP).

The Foundation Stage Profile is used for tracking children's development throughout the children's reception year at school. Staff complete these assessments on an on-going basis and up-date the profile half-termly.

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. There are areas where children will be active, be quiet and rest. The environment is organised into continuous provision areas, where children are able to find and locate equipment and resources independently. Our outdoors provision offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunities to explore, use their senses and be physically active and exuberant.

We are committed to providing high quality continuous provision. Areas are established and maintained, with short term planning detailing enhancements. Areas are audited and resources replenished regularly. Resources are organised to aid self-selection and provision reflects the cultures and community that we serve.

We aim to reflect the community we serve and represent our children appropriate to their age and/or stage of development. We are respectful of children's uniqueness across all areas of learning and development and displays reflect current themes of learning. Displays show what children have experienced and learnt and are annotated by adults describing the process involved and, where appropriate, the outcomes. Our displays are interactive, inviting and of high quality.

The Wider Context

We recognise that children's social, emotional and educational needs are central to any transition from home to setting. We communicate with parents/carers to ensure that children's needs are met. Information is shared in order that there is a continuity in their learning and development. We have good links with Turncroft Nursery and other local private nursery settings. Visits are undertaken by the class teacher to meet with the children prior to them starting at St Peter's. These visits provide the opportunity to discuss individual needs and to meet the children with their present environment.

Staff work together across services in order to achieve the Every Child Matters outcomes. This may involve working with multi-agency professionals. Our aim is for all key partners to communicate well and put the children and their family's needs first. Staff know the local area well and use this knowledge to plan the children's learning.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning

At St Peter's we recognise that children learn and develop in different ways and at different rates. They develop their skills through a variety of processes.

These include:

- Investigation
- Experimentation
- Listening
- Observing
- Talking and discussing
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem solving
- Making choices and decision-making

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practice and build up ideas, and learn how to control their behaviour and understand the need for rules. They have opportunity to think creatively alongside other children as well as on their own. They can express fears or re-live anxious experiences in controlled and safe situations.

Active Learning: Mental and physical involvement, decision making, personalised Learning.

Active learning occurs when children are motivated and interested. This happens best when children have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides our children with a sense of satisfaction as they take ownership of their learning. Children's learning is extended through accessing resources freely and being allowed to move them around the setting.

Creativity and Critical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Children will be given the opportunity to be creative through all areas of learning and development, not just through arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open-ended questions

Areas of Development and Learning.

The EYFS is made up of seven areas of learning and development:

Prime Areas:

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

Specific Areas:

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

None of these areas can be delivered in isolation from others. They are equally important and depend on each other. All areas are delivered through a balance of adult focused, whizzy work 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 (end of reception year).

Children will be taught how to use the resources safely through focused activities. The adult's role within the continuous provision area will encourage children to interact with resources and the environment with care and respect; and with regard to health and safety. We offer a range of resources both natural and man-made. We have a range of multi-sensory, multi-cultural and non-stereotypical resources.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between the home, school, children's centres and places of worship in order to strengthen links with the community. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self image. At St Peter's we do this by engaging with pre-school settings, a variety of school visits and having speakers, performances and visitors to school. We follow the jigsaw comprehensive scheme of learning for PSHE from Reception to Year 6.

PHYSICAL DEVELOPMENT

Children take part in 1 hour of physical activity (PE) each week through curriculum time. During these sessions the children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is carried out both indoors and outdoors, using wide range of resources. The children also have access to the outdoor play environment every morning. During the school year the Life education Van educates the children about healthy Life choices. The school nurse supports school well and eye tests, heights and weights checks for reception pupils take place annually.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on through song, rhyme, actions rhymes, work with puppets and role play as well as whole class quality teaching sessions. We extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions with adult interventions guiding and stretching children's vocabulary. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together. In addition our EYFS pupils take part in whole school performances, such as performing a nativity, class worships to the whole school and leading church services where they perform for audiences. Children also take home a 'Weekend Bear' character and are encouraged to use this vehicle to speak to the whole class and

answer relevant questions. Through all these activities our pupils quickly become confident, articulate and enthusiastic speakers.

LITERACY

We have a variety of resources for the children to help develop early literacy skills. These include, role play area, outdoor learning area, jigsaws, language games, computers, phonic games, a writing area and a reading area. Children are encouraged to use the mark-making areas, indoors and outdoors, independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We use cursive handwriting script from the outset and our pupils' handwriting progresses quickly. At St Peter's we believe reading is an important key to accessing learning and we hold a 'Helping your child to Read' meeting in the Autumn Term for all parents of YR children. We promote regular reading in school in both individual and group and story time. Rhymes and music making helps children with rhythm and rhyme and is an important element in language acquisition and developing print recognition. We teach phonics daily and support the reading process through quality first teaching in groups, whole class and individual support. We encourage children to treat books and other resources with respect and they are given daily opportunities to listen to stories read by the staff and children are listened to by an adult in school twice a week. Daily phonics sessions take place after the initial settling in period. These 20 minute sessions follow the jolly phonics and letters and sounds phonic phase schemes.

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for mathematics through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time starting with the hour and half hour and are given opportunities to learn about money and simple calculations. They begin to formally record their mathematical knowledge. We ensure the children understand quantity and patterns in numbers, ordinal numbers and shape names and features. Mathematical vocabulary is specifically taught to ensure the children can access work in the National Curriculum as they progress into Year 1.

UNDERSTANDING THE WORLD

In this area we aim to encourage awe and wonder of the world, discovery and exploration and intrigue. All children are given opportunities to solve problems, investigate, and make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. We aim to help the children to recognise that a range of technology is used in homes and schools and give those opportunities to develop computing skills and to work with and use modern technology such as ipads and laptops, controllable toys and the interactive whiteboard. Educational visits and visitors to school support children's learning in this area and the topics the children are taught help to foster their interest and motivation to learn.

EXPRESSIVE ARTS AND DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. At various times during the year children are given the opportunity to participate in school productions and class/whole school worship.

OUTDOOR LEARNING

We have outside learning spaces which children have access to each day. These are secure areas and can be accessed from the classroom. The outside area is an extension of the classroom and there is a variety of engaging resources to facilitate and support learning. In this area, EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices. School trips enhance outdoor learning opportunities and the EYFS staff build on these opportunities and link them to the children's learning.

ASSESSMENT IN FOUNDATION STAGE

Ongoing assessment is an essential aspect of the effective running of the EYFS. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data. Regular reports to the School Leadership team ensure accountability and transparency, setting high targets for pupil attainment and progress.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, whole class grids, photographs, 2 build a profile app). All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work and talking with children about their task or play.

Learning Journeys record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations.

There is continuous monitoring and assessment of each child's development. A Baseline assessment is carried out using the CEM Base during the children's first six weeks upon entering the setting. The Early Years Foundation Stage Profile (2012) is updated half termly to track individual progress, and the data from this is inputted into SIMs. At the end of the year it provides a summary of every child's development and learning achievements.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school website (Children who are 'looked after' will not have their photograph put on the website or any public flyers etc)

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

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) and Gifted and Talented policy available at school.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Foundation Stage staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken for all after school activities and before we embark on school outings. A full Health and Safety Policy is available in School.

ALLERGIES

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

LEADERSHIP AND ACCOUNTABILITY

The Headteacher ensures that staff respond to both local and national initiatives and directives appropriately. Internal and external mechanisms regarding quality include: observations, data analysis, consultations, action planning and target setting and policy review. Monitoring takes place through the senior leadership team (SLT), Governing Body, appraisals, and through Ofsted inspections. We evaluate as a staff and SLT with parents/carers, our multi-agency partners and the community. We review our practice and provision annually with key staff linking areas to our school Development Plan (SDP)

CONTINUOUS PROFESSIONAL DEVELOPMENT

We are committed to all staff accessing Continuous Professional Development. Individual training will be chosen or identified based on individual's interests or remits, linked to appraisal and in response to Ofsted inspections and national/local initiatives. We have systems in place to cascade this information with others to ascertain the impact of the training on our provision.

This EYFS policy reflects the ethos values and practices of all our settings policies. All relevant legislation and guidance has been adhered to in developing this policy.

MONITORING

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

The Governing Body will review this policy every three years. However it may be reviewed earlier if new government regulations are introduced, or if the Governing Body receives recommendations on how the policy might be improved.

Signed:

Date: November 2016

Review due: Spring term 2019