

St. Paul's Church of England Primary School Early Years Foundation Stage Policy

Nominated Member of Leadership Staff Responsible for the policy: Charlotte Searles

Named Governor with lead responsibility: Lyn Moseley

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Date of next review: December 2020

_____ **Headteacher**

_____ **Chair of Governors**

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures

St. Paul's Church of England Primary School

Early Years Foundation Stage Policy

Aim

At St. Paul's Church of England Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

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

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured,
- Children learn to be strong and independent through positive relationships,
- 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,
- Children develop and learn in different ways and at different rates.

1.2 Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Use inside and outside spaces.
- Provide a secure and safe learning environment indoors and out.

1.3 Foundation Stage Curriculum

As a team we plan an exciting and challenging curriculum linked closely to the children's interests and ideas. Children have the option to move freely between the indoor and outdoor environments, as professionals we endeavor to enhance children's learning experiences through scaffolding and questioning. Opportunities are provided for children to challenge themselves and work towards achieving and sometimes exceeding the Early Learning Goals. All the seven areas of learning and development are important and inter-connected. There are 3 prime areas of learning, and 4 specific areas.

The prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The Prime areas are:

1.3.1 Communication and Language

This area covers the development of communication skills, including speaking and listening. We plan activities to encourage communication and discussion amongst the children and support their language development and acquisition of new vocabulary.

1.3.2 Physical Development

This area is focused on children's developing physical control, mobility, awareness of space and manipulative skills in both indoor and outdoor environments. This includes establishing positive attitudes towards a healthy and active way of life.

1.3.3 Personal, Social and Emotional Development

Through open-ended play experiences, children are able develop a variety of skills and understanding which is a precondition for children's success and learning. The child's personal, social, emotional, moral and spiritual development is targeted and good attitudes to all aspects of school life are promoted.

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

1.3.4 Literacy

Throughout the Foundation Stage and Key Stage 1, the children follow the government 'letters and sounds' programme of study for phonics. Phonics is taught discretely in a 4 part session: revisit, teach, practice and apply. From September 2016, St. Paul's CEP will become a 'Read Write Inc' school in order to further develop phonics through up skilling teachers and support staff. From Reception through to Year 6, we follow 'The Power of Reading' scheme providing children with opportunities to engage with high quality rich texts and enjoying reading and writing through creative and enriching learning experiences.

1.3.5 Mathematics

Mathematics is a part of everyday life and the children's mathematical learning takes place during lessons and through accessing resources within the environment. The children work towards the key objectives addressed in the Early Years Profile through a range of practical activities and emphasis is placed on mental maths and developing children's use of mathematical language. In the Early Years Foundation Stage, we believe in using a range of manipulatives to support children's understanding of number. In Birch we widely use Numicon in both adult led activities and child initiated tasks, this resource supports the children's mathematical understanding of the place value of numbers and begins to build the foundations for future learning experiences.

1.3.6 Understanding the World

This area focuses on children's developing knowledge and understanding of their environment, themselves, other people in their lives and features of the natural and manmade world. It provides a foundation of scientific, historical and geographical learning. We try to capture and engage children's curiosity through providing as many first hand experiences as possible.

1.3.7 Expressive Arts and Design

Through art, music, design, drama and dance the children's imagination, ideas and feelings are developed. We encourage children to develop their own interests and provide a range of rich, meaningful opportunities for children to think creatively, explore ideas and create unique pieces.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to free-flow between inside and out.

1.4 Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We use the valuable information we gain from observations to complete a baseline assessment on each child within their first six weeks of starting school. This information is then used to monitor children's progress throughout the year and ensure all children are guided and challenged appropriately.

We record our observations in a variety of ways including photographs, notes, children's speech bubbles and videos. These will all be collated into one Learning Journey that will be given to the children to keep at the end of their first year at school.

Learning Journeys are made available for parents to look through and each morning we have an open door policy inviting parents and carers into the classroom to look and share the children's achievements. We value contributions from parents and have 'Proud Clouds' that parents can fill in with any achievements their child makes outside of school.

1.5 Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum that teaches children how to be safe, make choices and assess risks.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

1.6 Inclusion

We value all our children as individuals at St. Paul's Church of England primary school, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a

curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and sometimes exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

1.7 Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We provide children with their own sharing books where they can carry out tasks at home with their family. These books can be used for children's own choice as well as suggested tasks. On a Friday afternoon we ensure there is time for some of the children to share and celebrate what they have completed in their sharing book that week with the whole class.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

1.8 Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. Prior to a child entering reception, the parents and the child are invited to two visits at the school. These visits give the child an opportunity to meet their teacher and to see the classroom that is soon to be theirs. Teaching staff will also visit the children in their current pre school or nursery setting, where positive relationships can further be developing between the teaching staff and the children. This also provides an opportunity for EYFS staff to conduct professional discussions about the children's ability with their existing key worker.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. Gradually in the Summer Term, the Reception children will collaborate more often with Key Stage 1. This will enable the children to become more familiar with their new classroom and other learning environments.