



EYFS (Early Years Foundation Stage) Policy

Principal: Mrs C Rhodes

This policy was adopted on : February 2019

The policy was reviewed: June 2023

POLICY STATEMENT

Education is an ongoing process from birth and the experiences children receive in the early years has an impact on their future.

A well structured foundation stage should provide all children with the opportunities to explore, enquire and find answers to questions through play and adult directed activities.

It is vital that in the foundation stage staff encourage children to become 'self learners' and nurture this ability. The aim of the Early Years Foundation Stage curriculum is to provide a safe and caring environment in which all children are able to learn and succeed.

AIMS AND OBJECTIVES

At St Paulinus C E Primary School we will provide reception pupils with experiences, which build on their previous knowledge, skills and understanding as well as easing the transition to school and forging links between home and school.

Our aims are:

- to provide a curriculum which matches the children's needs and interests that complies with 'Statutory Framework for the Early Years Foundation Stage'
- to offer a rich language based curriculum which embraces the characteristics of effective learning, with prime and specific areas of learning and development
- to provide a stimulating learning environment which is happy, safe, secure and fun
- to provide a collaborative and consistent approach to planning and teaching ensuring continuity and progression throughout the phase
- to provide a curriculum that is reflective of the cultural diversity of our children
- to value parental contribution and work in partnership to secure best possible learning opportunities
- to have high expectations of children and staff so an effective early years provision is delivered.

The children will be encouraged to develop their skills in:-

- Personal, social and emotional development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

PLANNING AND THE CURRICULUM

In the Foundation Stage we use the 'Development Matters' document to guide and support staff in implementing statutory requirements of the early years foundation stage to shape the educational programme. The curriculum map has been developed to take cognizance of children's needs and interests that fires their imagination, curiosity and enthusiasm for learning. The curriculum consists of the prime and specific areas outlined by the statutory framework.

Throughout the year, a strong emphasis will be placed on learning through planned and structured child-initiated learning activities, with adult intervention to support and challenge children. These activities become more structured in the summer term.

The Class teacher's role is to create an environment where children can learn with enjoyment, and to encourage a positive attitude towards learning which can be built upon in Key Stages 1 and 2. He/she will prepare teaching plans from the curriculum map.

The scope of the classroom, outside play area and library area, and the age and past experiences of the children will be taken into consideration when plans are being prepared. It is necessary to adopt a flexible approach with a strong emphasis on play using a variety of teaching methods.

These will include:-

- Planned provision of resources to stimulate child-initiated learning
- Provision of planned differentiated activities.
- Whole class discussions and experiences.

Another element to EYFS teaching in St Paulinus is the involvement of outdoor learning. All children in Reception Class take part in one Twigs and Trees session a week which is led by the class teacher. The children are given opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in our extensive woodland environment.

The teaching assistant will be involved in the preparation of activities and the assessment of children's progress, to enable informed future planning building on children's learning. The teaching assistant will also be working to support the teacher's role in the class.

HOME/SCHOOL LIAISON AND TRANSITION

At St Paulinus we have a procedure that scaffolds the smooth transition between home and school.

The children will spend an afternoon in school in the term prior to school entry. Their parents will attend an introductory meeting to be held by the Head Teacher and Foundation Stage Leader. The children will be invited to join a story time twice in the half term preceding entry to school, when they will listen to a story read by the class teacher.

Parents and children are invited in to visit school by the Foundation Stage teaching team (class teacher and TA) in the weeks before entry to the school. During this visit observations are observed and information shared.

On entry to the school every Reception Child will be assigned a Year 6 'buddy' who supports them in their first few weeks, helps them with daily routines and becomes a supportive friend during the Reception Class year.

During the Summer term in Reception class greater emphasis is placed on the specific areas of learning in readiness for Year 1. They meet the Year 1 teacher formally in the classroom setting. There is also a handover meeting between the Reception and Year 1 teachers where knowledge and information of each child is shared (including achievements and attainment, social, emotional and behavioural information and children who are identified on the SEND, pupil premium or EAL register).

ASSESSMENT

Formative assessment lies at the heart of the learning and development process therefore, at St Paulinus our assessment systems enable us to:

- ascertain children's starting points
- plan learning opportunities that will challenge all children
- plan and deliver open-ended challenging activities, optimising opportunities for children to transfer their literacy and numeracy skills across the curriculum
- track children's progress on a regular basis to tackle underachievement, identify vulnerable groups of children (to plan next steps of action) and measure the amount of progress that has been made by individuals and groups of children
- observe children to inform planning and assessment
- provide a summative assessment at the end of EYFS assessed against the early learning goals in which children's progress is reviewed, summarised and shared with parents
- report to parents giving a clear indication of their child's level of development and next steps
- support information sharing with colleagues and others settings
- use assessment for learning strategies in the early years.

Assessments are recorded in the following ways:

- Observations- long and shorts
- focussed activities observation sheet
- tracking and assessment documents
- EYFS tracking system

QUALITY ASSURANCE

At our school we value the importance of parent's involvement in their child's education. Throughout a child's time in the foundation stage we work in partnership with parents ensuring that learning is a continuous process between home and school.

The Principal, Class teacher and the Foundation Stage co-ordinator will monitor the progress of pupils. The Principal and Foundation Stage Co-ordinator, will monitor policy, plans and practice. Monitoring strategies include:-

- classroom observations
- planning evaluations
- sampling children's work
- moderation meetings with other schools in Amadeus Primaries Academy Trust
- sharing good practice through INSET and Co-ordinators termly meetings.

BEHAVIOUR

We implement the schools behaviour management policy and systems which are consistently applied in the Reception Class by all staff. These behaviour systems are tailored to make it age appropriate.

RESOURCES

Most equipment needed by the Reception Class is based in its own classroom, outdoor storage areas and the practical Suite. Other necessary resources are available from the resource room and stock cupboard. New resources will be purchased from the EYFS budget and other curriculum budgets.

SPECIAL EDUCATIONAL NEEDS AND DIFFERENTIATION

This school will subscribe to the Borough policy on identifying and communicating information about pre-school children with special needs. This will involve Nursery Schools and Playgroups gathering and passing on such information to schools. The staff understands the importance of early identification of special needs and taking appropriate action in the form of consultation with the SENCO and parents and the implementation of Individual Education Programmes.

We will ensure that a range of experiences necessary to put this policy into practice is available to all pupils.

Differentiation may be included in plans as follows:-

- Differentiation by task-setting different activities to different groups.
- Differentiation by process - same activities but following different routes
- Differentiation by outcome - same activities but results will be according to ability.

- Differentiation by adult intervention during child-initiated learning activities to extend Gifted and Talented pupils.

EAL (English as an additional language)

We deliver a rich language based curriculum to support all children's communication, language and literacy development. Through our observational assessment systems and partnership work with parents, we are able to identify children who may have language delay. Consequently there is early identification of language delay/difficulties to put in place support so children can develop at their own pace.

HEALTH AND SAFETY

Reception children will be introduced to the safety rules of the school and to the safe use of equipment. Staff will refer to the Health and Safety Policy and the specific requirements set out in Policies for all Curriculum areas.

EQUAL OPPORTUNITIES

The Foundation Stage will provide a learning environment that enables every child to maximise their full potential, regardless of their ability, gender or race. This is in line with the school's Equal Opportunities Policy.