

# St John's CE VA Primary School

## Early Years Foundation Stage Policy



*"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up".*

(Statutory Framework for the Early Years Foundation Stage 2012)

### 1. Philosophy:

At St John's we are Loved by God - Learning with Jesus - Living by the Spirit. In the Early Years Foundation Stage (EYFS), children learn best through play and first-hand experience. Through play, our children explore and develop learning experiences, which help them make sense of the world. They communicate with others as they investigate and solve problems, they think creatively and build upon their own and others ideas. They learn how to interact, behave appropriately, and understand the need for rules. We give children a vast variety of experiences, which enable each child to develop: emotionally, spiritually, socially, physically, creatively, and intellectually. Our children learn in a rich and stimulating environment with great opportunities for outdoor learning.

### 2. The Aims of the Early Years Foundation Stage

- To provide a safe, secure and stimulating learning environment, which meets the individual needs and interests of the children, and ensures that they make good progress.
- To provide a high quality curriculum in line with the *Early Years Foundation Framework* and *Every Child Matters*.
- To encourage active learning through first hand experiences within indoor and outdoor play, and encourage children to become self-motivated and independent learners.
- To develop warm and secure relationships with children and adults.
- To develop awareness of moral and social values, and to value cultural diversity.
- To foster positive home-school links, and work effectively in collaboration with parents / carers, in order to best support each child's learning and development.

### 3. Areas of Learning

The EYFS curriculum sets out three **Prime Areas of Learning**, summarised in the table below.

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<b>Communication and Language</b>	Children experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak, listen and show understanding in a range of situations.
<b>Physical Development</b>	Children are encouraged to be active and interactive; and to develop their co-ordination, control and movement. Children must be helped to understand the importance of physical activity and to make healthy choices in relation to food.
<b>Personal, social Emotional Development</b>	Children develop a positive sense of themselves, and form positive relationships with adults and children. They develop their social skills and learn how to manage their feelings, to understand appropriate behaviour, and to have confidence in their own abilities.

The EYFS Curriculum sets out four **Specific areas of Learning**, summarised in the table below.

<b>Literacy</b>	Children learn to link letters and sounds, and begin to read and write simple words and sentences. Children are exposed to a variety of resources for reading and writing, and in different contexts.
<b>Mathematics</b>	Children develop skills in counting, recognising and ordering numbers. They use objects to solve simple addition and subtraction problems. They identify and describe features of shapes, and develop ability to sequence, order and use language related to length, weight, height and capacity.
<b>Understanding of the World</b>	Children begin to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, animals, technology and the environment.
<b>Expressive Arts</b>	Children explore, create and play with a variety of media and materials. They have opportunities for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### 4. Planning, Recording and Assessment

The EYFS curriculum is delivered through different themes, which are chosen based on: children's interests, current cultural / seasonal events (e.g. Diwali, Bonfire night, Christmas), or whole-school themes (e.g. World cup). The teacher plans theme-related activities, which enable a mix of independent, collaborative and adult-led learning across the different areas of learning. A

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whole-class teaching approach is used for Phonics, Maths, R.E, P.E, ICT, Music, circle-times and story times.

Assessment is carried out through a combination of approaches. Within the first half-term of starting school, all children are baseline assessed to find out what they can already do in the Prime areas and within Mathematics and Literacy. Informal observations are collected when children are immersed in self-initiated learning, and are evidenced on 'Tapestry'. This is an online assessment tool in which photographs and observational notes are stored for each child, and linked to the Areas of Learning. Within adult-led focus groups, children's understanding, next steps and progress are recorded separately. Ongoing phonic assessments for each child are also maintained.

The teacher uses the evidence to inform future planning and tailor activities to individual needs. Children's attainment is assessed against seventeen Early Learning Goals, outlined in the *Early Years Foundation Framework*. Throughout the year, progress is closely monitored, and at the end of the year, each child's level of development is recorded as Emerging, Expected or Exceeding.

### **5. Inclusion in the EYFS**

In EYFS we set realistic and challenging expectations that meet the needs of all our children, so that most achieve the Early Learning Goals by the end of Reception.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support, and to help all children learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources that reflect diversity and are free from discrimination
- Monitoring children's progress and taking action to provide support as necessary. This may involve speech therapy, or nurture groups for some of our children.
- Pupils who require a defined record of support have Support Passports, which are monitored by the Class Teacher and Special Needs Co-and stereotyping.

### **6. Timings for children going part-time**

All children are entitled to start school full-time from September. However, for those children who have a birthday in the Summer Term, we can offer

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part-time entry up until the Christmas holidays. Part-timers attend the morning sessions only, and are to be collected at 11.50am.

### **7. The Role of Parents**

We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role parents have played, and their future role in their children's education. We do this through:

- Inviting prospective parents to a presentation before their child starts school to inform of the school's ethos and the Early Years Curriculum.
- Providing information about the methods of teaching phonics and how parents can help with reading at home.
- Updating parents about current themes and homework ideas through termly 'How to Help your Child' Letters and sharing online learning journeys (Tapestry)
- Sending home phonic / reading support aids e.g. flashcards, bingo games, and letter formation books.
- Communicating progress in the reading record.
- Inviting parents to termly work share sessions, so that parents can be involved in practical classroom learning.
- Inviting parents to KS1 sharing assemblies, in which children share their learning. This is in addition to a class assembly which happens in the Summer Term.
- Written reports and termly parents' evenings.

### **8. Reporting to Parents**

Parent's evenings are scheduled in the Autumn and Spring terms, so as to provide information about their child's learning development across the curriculum. Parents also receive an Autumn and Spring term report, providing details of their child's progress and learning behaviour.

An End of Year Report gives a national level (Emerging, Expected, Exceeding) for each Area of Development.

### **9. Responsibilities of the Governing Body**

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;

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- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed.

**Signed: Mrs J Flood.**

		Date
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