St John's CE VA Primary School

Early Years Foundation Stage Policy

At St John's we are Loved by God; Learning with Jesus; Living by the Spirit.

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.

(Statutory Framework for the Early Years Foundation Stage 2025)

1. Philosophy:

In the Early Years Foundation Stage (EYFS), we believe our 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.

Children learn in a rich and stimulating environment with great opportunities for outdoor learning and are given a huge variety of experiences, which enable each child to develop: emotionally, spiritually, socially, physically, creatively, and intellectually.

The EYFS **Curriculum** is no different in the core Intent of the St John's Curriculum and holds firm to the principles of the School Vision.
Directed by the Statutory Framework for EYFS (2021) and informed by Chris Quigley's Curriculum Companion for Early Years (2021) the EYFS Curriculum is well-sequenced to enable children to meet the Early Learning Goals and prepare them for the rigours of the Key Stage 1 curriculum. It is based on the best available evidence into how children learn and the most effective practice in Early Years education.

1.1 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 *Chris Quigley's Curriculum Companion.*
- 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.

2. Areas of Learning:

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

Communication and Language	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.
Personal, Social and Emotional Development	Children develop a positive sense of themselves, and form positive relationships with adults and children. They develop their social skills and learn how to self-regulate their feelings, to understand appropriate behaviour, and to have confidence in their own abilities. Children learn to manage their own basic hygiene and personal needs and understand the importance of physical activity and to make healthy choices in relation to food.
Physical Development	Children are encouraged to be active and interactive; and to develop their co-ordination, control and movement. They learn to develop their Gross and Fine Motor skills, which firstly develops the large muscle groups and then the small e.g. wrist and hand. This prepares for the use of tools for drawing and writing.

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

Literacy	Children learn to develop a life-long love of reading. This consist of language comprehension and word reading. They learn to link sounds to letters by decoding and recognition of familiar words. Writing involves learning how to correctly form letters and compositions of simple sentences, which can be articulated in speech before writing.
Mathematics	Children develop a strong understanding of numbers up to 10. They use subitising to quickly recognise small quantities. They use objects to solve simple addition and subtraction problems. They identify and describe features of shapes and patterns and develop the ability to sequence and order. They learn to spot connections and use mathematical language to describe what they notice.
Understanding the World	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. Children learn to express some similarities and differences between things in the past and present.

Expressive Arts and Design	Children explore, create and play with a variety of media and learn to use different tools and techniques in their creations. 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.

The curruiculm is also suported by the three characteristics of effective teaching and learning which are:

• **playing and exploring** - children investigate and experience things, and 'have a go'

• **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

• **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Statutory Framework for the Early Years Foundation Stage 2021)

3. Planning, Recording and Assessment

The EYFS curriculum is thematic, underpinned by the Power of Reading. Books are chosen based on: children's interests, current cultural/seasonal events or particular areas of need or focus such as construction, play or the natural world.

3.1 Baseline Assessments

A baseline assessment can take many different forms but is essentially a means of collecting information about a child's development or attainment at the point of entry. The data collected from these assessments supports in fully meeting the needs of each child, highlighting both their strengths and areas for development. It is a process that continues throughout their time at St John's school.

When children enter Reception, a series of on entry observations are made of each child. Children are observed when immersed in self-initiated learning, taking part in group activities and within adult-led focus groups in order to gather information that can be used to assess Reception children's on entry level of development for each Area of Learning. There are 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" or "Expected". This evidence is used to inform future planning and tailor activities to individual needs.

The EYFS Reception Baseline Assessment differs from these traditional baseline assessments for two main reasons. Firstly, the Reception Baseline Assessment is a standardised, national, statutory model for all (from September 2021). Secondly, the Reception Baseline Assessment does not assess all aspects and Areas of Learning, but instead focuses upon Mathematics, Literacy, Communication and Language.

3.2 Early Years Foundation Stage Profile

In the final term of the year in which a child reaches age five, the EYFS Profile is completed for each child by the Class Teacher. The Profile provides a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year one. This report is shared with the parents and the Class One teacher.

4. Inclusion in the EYFS

In EYFS we set realistic and challenging expectations that meet the needs of all our children. Each child is given the best opportunity to achieve the Early Learning Goals by the end of Reception regardless of their start point.

5. 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.

6. Reporting to Parents

Parent's Evenings are scheduled in the Autumn and Spring term to provide information about learning development across the curriculum.

An End of Year Report gives a national level (Emerging or Expected) for each of the Areas of Development.

7. 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;
- 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.

8. Linked Policies

Due to the focus and purpose of this policy, there are also direct and intrinsic links to the following:

- Curriculum Policy
- Assessment Policy

- English Policy
- Maths Policy
- RE Policy
- SMSC Policy
- SRE Policy
- Equalities Policy
- SEN Policy
- Remote Learning Policy

Please also refer to those named policies for more comprehensive information.

Signed: Anna Kelman.

		Date
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